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ABSTRACT

The purpose of this study was to investigate the attributes which college students use to describe a desired mate or relationship needs. The sample consisted of 108 students, of which 58 were females and 50 were males. The following independent variables were investigated: gender, age, relationship status, and family structure. The dependent variables were the scores from the following subscales: Attractiveness, Personality Traits, Affection/Communication, Sexual Fulfillment, Recreation/Social, Female Primary Love Needs, and Male Primary Love Needs. Four composite null hypotheses were tested at the .05 level. A three-way analysis of variance (general linear model) was employed for each composite null hypothesis. A total of 140 comparisons were made plus 140 recurring comparisons. Of the 140 comparisons, 40 were for main effects and 100 were for interactions. Of the forty comparisons for main effects, nine were statistically significant at the .05 level. Of the one-hundred comparisons for interactions, ten were statistically significant at the .05 level. Generalizations concerning the results are provided. The survey instrument is appended. Contains 17 references. (Author/BF)

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ED 378 482

RELATIONSHIP NEEDS OF COLLEGE STUDENTS

being

A Thesis Presented to the Graduate Faculty
of the Fort Hays State University in
Partial Fulfillment of the Requirements for
the Degree of Master of Science

by

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The Graduate Committee of Debra Faye Martin hereby approves her thesis study as meeting partial fulfillment of the requirements for the Degree of Master of Science.

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Abstract

The purpose of the researcher was to investigate the attributes which college students use to describe a desired mate or relationship needs. The sample consisted of 108 students, of which 58 were females and 50 were males. The following independent variables were investigated: gender, age, relationship status, and family structure. The dependent variables were the scores from the following subscales: Attractiveness, Personality Traits, Affection/Communication, Sexual Fulfillment, Recreation/Social, Values/Religion, Education/Career, Family/Domestic Support, Female Primary Love Needs, and Male Primary Love Needs. Four composite null hypotheses were tested at the .05 level. A three-way analysis of variance (general linear model) was employed for each composite null hypothesis. A total of 140 comparisons were made plus 140 recurring comparisons. Of the 140 comparisons, 40 were for main effects and 100 were for interactions. Of the 40 comparisons for main effects, 9 were statistically significant at the .05 level. Of the 100 comparisons for interactions, 10 were statistically significant at the .05 level.

The results of the present study appeared to support the following generalizations:

1. Attractiveness is more important to younger students than older students;
2. Family/Domestic Support is more important to females than males;
3. Female Primary Love Needs are more important to females than males;
4. Personality Traits are more important to students who have never dated or are not dating than to those who are casually dating; exclusively dating; engaged, living together, newlyweds; or longer married, separated, divorced, or widowed;
5. Values/Religion is more important to students raised in intact

families than to those raised in other family structures;

6. Male Primary Love Needs are more important to females than males;
7. Personality Traits are more important to students raised in intact families than to those raised in other family structures;
8. Statistically significant interactions for gender, age, and Sexual Fulfillment; gender, relationship status, and Values/Religion; gender, family structure, and Affection/Communication; gender, age, and Values/Religion; gender, relationship status, and Affection/Communication; gender, relationship status, family structure, and Affection/Communication; relationship status, family structure, and Affection/Communication; relationship status, family structure, and Family/Domestic Support; age, relationship status, family structure, and Family/Domestic Support; and age, relationship status, family structure, and Female Primary Love Needs.

Introduction

Global Issues in Relationships: An Overview

Young adults' attitudes toward marriage and family life are undergoing change. Increasing numbers of couples are cohabitating prior to or as an alternative to marital commitment. Few guidelines exist to prepare young adults for marriage and many question whether marriage can meet their expectations and desires. Subsequently, attitudes toward sex roles have become a source of conflict within relationships. In an attempt to understand the perceptions of college students toward appropriate role relationships, Martin and Martin (1984) conducted a study using The Marriage and Family Life Attitude Survey (Martin, 1982). The sample consisted of 5,237 undergraduate students from residence hall populations and general education classes at four universities. The mean age of the subjects was 20 years, with females comprising 57% and males comprising 43% of the sample. The instrument contained 43 attitude statements which were rated according to a 5 point Likert-type scale, ranging from "strongly agree" to "strongly disagree." The instrument contained 42 attitudinal statements pertaining to 10 topic areas. Ninety percent of the respondents viewed marriage as a lifelong commitment. Respondents were divided as to whether children were necessary in a marriage, but maintained strongly that child-rearing responsibilities should be shared equally. The majority indicated that household chores were sex specific, but should be divided equally. Equal careers were also agreeable, but it was believed unnecessary that both spouses worked. Sexual relations were important, as well as shared initiation of sexual activity. Over 80% agreed that religious practices were important; however, approximately 75% would marry a person of a different religious background. The respondents indicated social needs should be compatible, and each set of parents should be seen an equal amount of time.

The variety of interpersonal relationships in contemporary

society necessitates the development of brief, reliable measures of satisfaction that are applicable to many types of close relationships" (Hendrick, 1988, p. 93). Several measures exist for measuring marital satisfaction, but few are oriented toward general relationship satisfaction. The Relationship Assessment Scale (RAS) is one such measure which yields a positive correlation coefficient with measures of love, sexual attitudes, commitment, and investment in a relationship. Hendrick described a study of 125 undergraduate subjects who reported themselves to be in "love." Subjects were asked to rate the 7 items on a 5 point Likert-type scale, ranging from 1 "low satisfaction" to 5 "high satisfaction." When asked the question "How well does your partner meet your needs?," the mean score for satisfaction was 4.224. On another item, "To what extent has your relationship met your original expectations?," the mean score was 3.944. The item to total score correlations for the 7 items varied from .573 to .760. The RAS was found to be statistically significantly correlated ($p < .05$) with other measures of relationship satisfaction. RAS was most positively related to the passionate love of Eros (.60), Commitment (.55), and Relationship Investment (.45).

Gender and Preferred Attributes in Dating

"The past three decades have seen the emergence of a sizable population of single persons..." (Young, 1989, p. 483). This social change has introduced a variety of new dating behaviors, which allowed individuals to exert more deliberate control over relationship initiation. One such alternative to traditional relationship initiation was videodating or "self-presentation". Young implemented a study to assess clients' relationship goals and/or their conceptions of an ideal partner. The study was comprised of 80 clients (40 males, 40 females) from a Los Angeles-based videodating service. The sample consisted of mostly white, college-educated professionals, with a mean age of 34.3. Fifty-nine percent were single and 41% were divorced, separated, or

widowed. Results indicated both male and female subjects desired partners who were attractive, intelligent, and humorous. Male subjects were more likely to describe their ideal suitor as young [X^2 (1) = 8.55, $p < .0005$], whereas, women were more likely to describe their ideal suitor as professional/successful [X^2 (1) = 16.75, $p < .001$], and humorous [X^2 (1) = 7.04, $p < .01$]. Seventy-four percent of the subjects indicated opportunity to prescreen prospective dates as the most valuable feature of the videodating service.

Many singles were developing a more purposeful, rational exchange approach to dating and possibly mating (Bolig, Stein, & McKenry, 1984). According to exchange theory, individuals were seeking to obtain characteristics/aspects of a partner by exchanging something in return. A man exchanging his social status for the expressive qualities of a female was one example of exchange theory. A second example of exchange theory were self-advertisements which have gained wide acceptance among singles. Researchers Bolig, Stein, and McKenry (1984) analyzed 111 self-advertisements (46 females, 65 males) from one randomly selected issue of Living Single (a Midwestern magazine with an intended audience of urban singles). The purpose of the research was to identify the specific characteristics exchanged by men and women. Forty-eight percent of the men and 22% of the women provided weight as a descriptor, indicating that men placed a greater emphasis on physical attributes than did women. Forty-two percent of the women and 37% of the men indicated degree of attractiveness expected of respondents. The researchers maintained women may view attractiveness as encompassing personality and other characteristics. Seventy-six percent of the women as opposed to 62% of the men indicated at least one personality characteristic for respondents to posses. The overall findings indicated that women sought men who were similar in age or older, and who were sincere, intelligent, sensitive, honest, accepted and respected their competence, and shared their interests. Men sought women who were

similar in age or younger, and who were attractive, honest, affectionate, intelligent, caring, had a sense of humor, and shared their interests.

Knox and Wilson (1981), two family life educators, conducted a study on dating to assess how university students meet, where they go, what they discuss, and how much sex was expected. Also assessed was the degree of parental involvement in dating relationships and students' reaction to this involvement. The sample consisted of 334 students (227 females, 107 males) from 29 randomly selected classes at East Carolina University. The questionnaire contained 21 close-ended questions pertaining to dating, sexual, and parental behaviors. When asked the question "How do university students meet the people they date?", 33% of the females and 32% of the males revealed "through a friend." The typical agenda for a date included dinner, a football game (data were collected during football season), going to a party, and returning to his or her room. One-third reported "our relationship" as the most frequent topic of conversation. Students were asked to indicate appropriateness of various sexual behaviors by number of dates. Sixty-nine percent of the women and 55% of the men maintained kissing was appropriate on the first date. Almost one-third of the men reported petting as appropriate on or before the first date, whereas over three-fourths of the women reported petting as appropriate after the fourth date. Nearly half of the men viewed intercourse as appropriate by the fifth date as compared to 25% of the women. Women were significantly ($p < .001$) more likely than men to view petting and intercourse as appropriate when the relationship was emotionally involved. One-fourth of the men and one-third of the women reported being open about sexual desires and expectations to encourage sexual intimacy from their partners. Women were significantly ($p < .01$) more likely than men, 60% as compared to 40%, to indicate parental influence over those they dated. Women were also significantly ($p < .001$) more likely to report

parental interference in their relationships. Roughly 25% of both sexes had negative reactions to their parents' involvement.

Gender and Preferred Attributes in Marriage

Men and women have very similar needs in a relationship, but the priority of these needs is vastly different (Harley, 1989). Harley described marriage as a complex relationship in which both partners shared high expectations. Harley wrote, "... I would like to submit to the theory that marriage is a very conditional union" (p. 6). Most marriages embrace an unspoken trade-off between husband and wife. Recognizing these expectations or needs and learning how to meet them is critical to the success of any marriage. Based on his 20 years of experience as a marriage counselor, Harley identified five basic needs men expected their wives to fulfill and five basic needs women expected their husbands to fulfill. A man's five most basic needs in marriage, in order of importance, were: (1) sexual fulfillment, (2) recreational companionship, (3) an attractive spouse, (4) domestic support, and (5) admiration. Woman's five most basic needs in marriage, in order of importance, were: (1) affection, (2) conversation, (3) honesty and openness, (4) financial support, and (5) family commitment.

The purpose of the study by Hollender and Shafer (1981) was to examine male undergraduate students for acceptance of female career roles as part of a course requirement. The sample consisted of 42 male caucasians, between the ages of 18 and 20, from middle-to upper-middle-class families. The male students were asked to rate 5 different female role statements, matched with video taped females on an 11-point probability of marriage scale (1 for "no chance of marrying and 11 for "10 chances in 10 of marrying"). Ten females were prerated for female attractiveness on a 6-point scale. Half of the males students observed the 5 very attractive females (5.2 - 5.6), and half observed the 5 less attractive females (2.9 - 3.3). Prior to reading the career role aspiration statements or viewing the videotape, subjects completed

Rosenbaum and De Charms measure of social self-esteem. Males were found to prefer females (5 chances in 10 of marrying) who combined traditional family goals with some degree of career involvement (Immediate Nurturer). The second preference was for females who indicated they would spend 5-8 years pursuing their career before having children (Delayed Nurturer). The three-way interaction among female career roles, female attractiveness, and male self-esteem was statistically significant ($F = 21.04$, $df = 8,144$, $p < .05$). Low self-esteem males indicated an inability to tolerate very attractive career-oriented females (2 chances in 10 of marrying).

Traditional and Contemporary Relationships

Altrocchi and Crosby (1989) developed a 13-item questionnaire to measure perceived traditional and egalitarian roles in marriage. The researchers described traditional marriages as emphasizing the authority of church, God, and/or husband, obedience and submission, and fixed gender roles. Egalitarian marriages were described as emphasizing equality, individual needs, open communication, and flexible gender roles.

"Couples today face special challenges their parents never had" (Mithers, 1993, p. 74). Every marriage is a product of its time and the era in which the couple was raised. Mithers wrote an article for the November, 1993 issue of Ladies' Home Journal (LHJ) addressing five new problems that threaten every marriage. The five problems were the following: (1) having unrealistic expectations of marriage, (2) coming to marriage with extensive sexual histories, (3) infidelity, (4) financial pressures, and (5) having too little time together. The article also included results of The Great American Marriage Survey, administered as part of a LHJ/Roper poll. The sample consisted of 1,005 randomly selected men and women who demographically reflected the adult population in the U.S. The first half of the survey explored what men and women thought their ideal spouse should possess.

The following list of percentages and attributes revealed what men indicated their spouse should possess: 58% compassion/kindness, 53% understanding, 52% intelligence, 45% a sense of humor, 35% selflessness, 25% beauty, 25% sexiness, 24% ambition, 13% a successful career, and 3% did not know. The following list of percentages and attributes revealed what women indicated their spouse should possess: 67% compassion/ kindness, 57% understanding, 45% intelligence, 45% a sense of humor, 45% selflessness, 35% ambition, 27% a successful career, 16% sexiness, 14% good looks, and 2% did not know. The second half of the survey revealed what men and women said about their ideal partner's role, employment, financial responsibility, and more. Sixty-six percent of the men and 59% of the women indicated being a well-rounded individual as a spouses' most important role. When men were asked if a wife should work outside the home, the responses were 40% does not matter, 35% yes, and 21% no. When women were asked if a husband should be financially responsible for the household, the responses were 53% yes, 36% husband and wife are equally responsible, and 8% no. Eight-six percent of the men and 74% of the women maintained their spouse had met all their expectations.

Models of Relationships

Researchers (Cate & Koval, 1983; Heiss & Gordon, 1964) have given considerable attention to various sequential models of mate selection. Such models view the movement to commitment and marriage as a series of stages in which couples evaluate their partners according to changing criteria. If the criteria are met at a particular stage, commitment is strengthened between partners. The purpose of the article by Cate and Koval (1983) was to review the basic tenets and validity of three existing sequential models, and to discuss implications for future research in the area of mate selection. The three models under observation were: (1) Kerckhoff and Davis's Filter Model, (2) Murstein's Stimulus-Value-Role (SVR) Model, and (3) Lewis's Premarital Dyadic Formation Model. The authors of the three models postulated that

people evaluated potential partners on the basis of complementary needs related to personality. Another postulate common to all three models was that premarital relationships evolved into marriage via intimate interaction or being aware of the others' values, attitudes, and personality characteristics. According to a study by Cate (1979, cited by Cate and Koval, 1983), other non-intimate external factors (i.e. social pressure, parental influence, and lack of attractive alternatives) may influence the movement to marriage. Cate and Koval (1983) maintained that a more refined analysis of premarital relationships was needed in order to discover possible regularities in the mate-selection process.

Theories of Relationships

The theory of complementary needs in mate selection was studied by Winch (1955). The sample in the study was composed of 25 husbands and their wives (Winch, 1955). Each spouse provided three sources of data based on a need - interview to elicit evidence of his or her needs, a case-history interview, and the results of an eight-card Thematic Apperception Test (TAT). From these three sets of data five sets of ratings were derived for each spouse on each need. The first rating was a content analysis of the need interview (NI_1) in which the subject's responses were analyzed for need and then rated. The next two ratings were a holistic analysis of the need interview (NI_2) and case history (CH) whereby the subjects' personality variables were analyzed and rated. The forth rating was a holistic analysis of the Thematic Apperception Test (TAT-C) for personality variables. A final, consensual rating was made on the personality variables in the previous three ratings. Winch hypothesized that mate selection was complementary verses homogamous in terms of individual motivation. Sub-hypotheses comprised the needs and traits of 2 types of complementariness. Type I complementariness was described as the same need which was different in intensity for person A and person B. Type II complementariness was

described as different needs for person A and person B. Results of the study were based upon the distribution of 338 correlations (sub-hypotheses) derived from the above 5 sets of ratings. Of the 338 sub-hypotheses, 44 were of type I and 344 were of type II, providing more support for type II complementariness. Three distributions, the analysis of need interview (NI_1 and NI_2), and the final conference (FC) were significant at the .05 level, supporting the theory of complementary needs. The other two distributions, case history (CH) and (TAT-C), were not significant at the .05 level and did not support the theory of complementary needs or homogamous needs.

The theory of complementary needs as applied to couples during courtship was studied by Bowerman and Day (1956). The sample was comprised of 60 couples, 37 engaged and 23 dating, between the ages of 17 and 26. The sample consisted of volunteers from sociology classes at two universities in Seattle, Washington. The subjects were evenly distributed by year in school. The subjects completed a questionnaire comprised of background and control items, followed by the Edwards Personal Preference Schedule (EPPS). The EPPS consists of 225 pairs of statements, measuring 15 personality variables. Subjects were asked to select the statement in the pair which was most descriptive of themselves. This selection resulted in scores ranging from 0 to 28 for each variable. The theory of complementary needs was examined according to 2 definitions of complementariness by Winch (1955). Winch's definitions were Type I complementariness, where the same needs were different in intensity for person A and person B, and Type II complementariness, where needs were different in kind for person A and person B. Bowerman and Day (1956) hypothesized: (1) that the 15 intercouple correlations would be negative and statisti ally significant for the same need (type I complementariness), and (2) that the 210 intercorrelations would be positive and statistically significant for the 2 different needs (type II complementariness). Results indicated

that two of the 15 correlations for same need were negative, and neither was significant at the .05 level. Only four of the positive correlations were significant at the .05 level. Bowerman and Day (1956) concluded that their findings did not support the theory of complementary needs or provide significant evidence for homogamy of needs.

Attributes of Relationship Satisfaction

According to Waring (1984), intimacy was the interpersonal dimension most significantly associated with marital adjustment. Waring developed the 90 item, true/false, self-reporting Waring Intimacy Questionnaire (WIQ) to measure the quality and quantity of intimacy in relationships. The WIQ assesses the following 8 components of marital intimacy: affection, cohesion, conflict resolution, compatibility, expressiveness, sexuality, autonomy, and identity. The forty most efficient items of the WIQ provide a measure of total intimacy and a social desirability scale was incorporated. An operational definition of intimacy, including the 8 components of intimacy, was developed from pilot studies and an extensive review of the literature. In one study, Waring, Tillman, Felick, Russell, and Weisz (1980, cited by Waring, 1984) identified dimensions of intimacy through open-ended interviews with a random sample of 50 adults. In this same study, dimensions of intimacy were identified through standardized interviews with a random sample of 24 couples, paired with 24 clinical couples, who systematically rated concepts of intimacy. The researchers identified the following 6 fundamental aspects of intimacy: self-disclosure, expression of affection, compatibility, cohesion, identity, and ability to resolve conflicts. The subjects maintained that perception of their parents level of intimacy affected their own interpersonal relationships. In a second study, Waring, McElrath, Lefcoe, and Weisz (1981, cited by Waring, 1984) identified dimensions of intimacy through 30 randomly selected adults. The researchers found personal identity and an accurate perception of spouse as being significantly correlated

with marital intimacy. Factor analysis revealed compatibility, structure, intimacy, and problem solving as being 4 dimensions of marital relationships. Marital adjustment was found to be significantly correlated with expressiveness, commitment, organization, expressed affection, and the absence of conflict.

The book Men are from Mars, Women are from Venus was written by John Gray (1992). According to the author, men and women not only communicate differently, but they think, feel, perceive, react, respond, love, need, and appreciate differently. These differences, coupled with the expectation that their partner should react, behave, and love exactly as they do, make conflict inevitable in relationships. Relationship satisfaction occurs when couples respect, accept, and communicate about their differences. Gray described the following differences between men and women: 1) women are interested in people and feelings, men are interested in objects and things; 2) women use language (poetic) to express feelings and discover what she wants to say, men use language to convey facts and information; 3) women define sense of self through feelings and quality relationships, men define sense of self through success and sense of accomplishment; 4) women are motivated (feel empowered and have more to give) when they feel cherished, men are motivated when they feel needed; 5) to offer a woman advice is an act of love, to offer a man advice is to imply incompetence; 6) women cope with stress by talking, men cope with stress by pulling away and finding solutions; 7) women want empathy and a listening ear when upset, men want acceptance and support when upset; 8) women act disapproving during an argument, men act as if they are right during an argument; 9) women fight to receive understanding, men fight to receive space; 10) women pull away from intimacy when hurt or disappointed, men pull away from intimacy to gain independence and autonomy; and 11) women view male expressions of love equally regardless of magnitude, men view female expressions of love as being contingent

upon their level of success. According to Gray, men and women also have 6 primary love needs which are all equally vital. Woman's primary love needs are caring, understanding, respect, devotion, validation, and reassurance. Man's primary love needs are trust, acceptance, appreciation, admiration, approval, and encouragement. These 6 primary love needs must be fulfilled before each partner can receive and appreciate the other 6 kinds of love.

Summary

The review of the literature revealed males and females have certain expectations/desires of a partner. Males and females were additionally found to have distinctive needs in relationships. The following expectations/desires and needs were mentioned most frequently in the literature: attractiveness, intelligence, independence/autonomy, communication, honesty and openness, intimacy, expressiveness, conflict resolution, commitment, compatibility, respect/acceptance, understanding, affection, humor, sexual fulfillment, shared interests, and a professional/successful partner.

The studies varied in terms of the authors or researchers description of the domains of measurement. The following domains were measured in the studies: expectations, attributes, characteristics, sex roles, intimacy, ideal partners, mate selection, relationship needs, relationship goals, exchange theory, complementary and homogamous needs, relationship satisfaction, and marital satisfaction.

The studies reviewed also varied in the type of subjects or samples under observation. The following were some of the subjects or samples examined: 1) married, divorced, widowed, cohabitating, engaged, dating, and single persons; 2) couples; 3) self-advertisements and videodating clients, and participants in magazine polls; 4) individuals in marital counseling; and 5) college students.

A third variation in the studies was the type of instruments or methods used to assess the domains of relationships. The argument was

made that a more refined and consistent instrument was needed to measure the possible attributes, needs, or consistencies in mate selection or relationships. Many of the existing instruments were designed to assess marital relationships (ie. satisfaction), not the other categories of relationships (dating, cohabitating, engaged, etc.). Essential to this field of research are reliable and valid measures of general relationship satisfaction, mate selection, and relationship needs, which are applicable to many types of intimate relationships.

The findings of the studies indicated that although men and women have some similar needs in relationships, the priority or relevance of these needs is immensely different. Subsequently, expectations for mates or relationships have become a source of conflict for many couples, as evidenced by the marital distress issues and divorce rate in society.

Statement of the Problem

The purpose of the researcher was to investigate the attributes reported by university students which describe their desired mate or relationship needs.

Rationale and Importance of the Research

A review of the literature revealed an abundance of studies and instruments pertaining to marital satisfaction. A more limited amount of research and instruments were found pertaining to mate selection, relationship needs, and general relationship satisfaction. The present study was conducted to assess those attributes which describe a desired mate or relationship needs.

The present research was important because it was conducted at a midwestern university, where masters' students and instructors in counseling could benefit educationally and professionally from the findings. The counselors and psychologists at the university counseling center could also benefit from the information with students seeking services for relationship or marital distress. Students, teachers,

counselors, and psychologists at similar universities would benefit equally from the results of this study.

Couples entering a relationship with the expectation that their partner will be a certain way and meet specific needs usually end up disappointed. A national divorce rate of approximately 50 percent is evidence that couples' expectations are not being met within marriage. Also it provides a basis for more research in the area of mate selection and relationship needs. The present study contributed to this knowledge base and its findings may be useful to future researchers in this field.

The results of the present study provided data pertaining to the following questions:

1. Is there an association between gender and reported attributes for a desired mate or relationship needs?
2. Is there an association between age and reported attributes for a desired mate or relationship needs?
3. Is there an association between relationship status and reported attributes for a desired mate or relationship needs?
4. Is there an association between family structure and reported attributes for a desired mate or relationship needs?

Composite Null Hypotheses

All hypotheses were tested at the .05 level of significance.

1. The differences among the mean Relationship Needs Inventory scores for students according to gender, age, and relationship status will not be statistically significant.

2. The differences among the mean Relationship Needs Inventory scores for students according to gender, age, and family structure will not be statistically significant.

3. The differences among the mean Relationship Needs Inventory scores for students according to gender, relationship status, and family structure will not be statistically significant.

4. The differences among the mean Relationship Needs Inventory

scores for students according to age, relationship status, and family structure will not be statistically significant.

Definition of Variables

Independent Variables

Each of the independent variables were self-reported over the telephone according to a demographic questionnaire. The following independent variables were investigated:

1. gender - two levels;
   level 1 female, and
   level 2 male;
2. age - three levels determined post hoc;
   level 1 17-20,
   level 2 21-23, and
   level 3 24-above;
3. relationship status - five levels determined post hoc;
   level 1 never dating, not dating,
   level 2 casually dating,
   level 3 exclusively dating,
   level 4 engaged, living together, newlyweds, and
   level 5 longer married, separated, divorced, widowed;
4. family structure (where most time was spent growing up) - two levels determined post hoc;
   level 1 intact, and
   level 2 other.

Dependent Variables

The dependent variables were scores from the following subscales of the Relationship Needs Inventory:

Attractiveness, 4 items (possible scores 4-20);
Personality Traits, 3 items (possible scores 3-15);
Affection/Communication, 4 items (possible scores 4-20);
Sexual Fulfillment, 4 items (possible scores 4-20);

Recreation/Social, 4 items (possible scores 4-20);

Values/Religion, 3 items (possible scores 3-15);

Education/Career, 4 items (possible scores 4-20);

Family/Domestic Support, 4 items (possible scores 4-20);

Female Primary Love Needs, 6 items (possible scores 6-30); and

Male Primary Love Needs, 6 items (possible scores 6-30).

Limitations

The following conditions might have affected the results of the present study:

1. the sample was not randomly selected,
2. the subjects were selected from only one institution, and
3. all data were self-reported

Delimitations

The following were delimitations of the current study:

1. no pilot study was conducted pertaining to the Relationship Needs Inventory,
2. no reliability studies were conducted pertaining to the Relationship Needs Inventory, but a reliability study was conducted concurrently, and
3. no validity studies were conducted pertaining to the Relationship Needs Inventory, but a validity study was conducted currently.

Methodology

Setting

The setting for the study was a medium sized university in midwest Kansas with the majority of students attending being from rural western Kansas. During the 1994 spring semester the university had an on-campus and off-campus enrollment of 3,982 undergraduate students and 1,578 graduate students. The university offers undergraduate degrees in 43 fields of study and graduate and specialist degrees in 8 fields of study.

Subjects

The subjects selected for this study were students enrolled at a midwestern university during the 1994 spring semester. The total number of students enrolled for the 1994 spring semester was 5,560, of which 3,982 were undergraduates, and 1,578 were graduates. Commuting students (non-residents of the city in which the university was located) and International students were not included in the sampling frame. Of the remaining students, the researcher attempted to contact every 20th student enrolled for the 1994 spring semester. A total of 110 students were contacted, and 108 agreed to participate in the study. Of the 108 students participating in the study, 58 were female and 50 were male. The number of students participating in the study by classification were 20 freshman, 17 sophomores, 28 juniors, 37 seniors, and 6 graduate or specialist degree students.

Instrumentation

The instruments employed were developed by the researcher for the purpose of the study. The instruments consisted of a Demographics Questionnaire (see Appendix B), and the Relationship Needs Inventory (see Appendix C).

Demographics Questionnaire. The Demographics Questionnaire consisted of the following 8 items: gender, sexual orientation, age, classification, relationship status, parental status, family structure, and veteran status. The instrument was administered according to a set of standardized instructions (Appendix A).

Relationship Needs Inventory. The Relationship Needs Inventory contained 42 items, of which 35 were selected directly or adapted from various instruments or research findings. The remaining 7 items were written by the researcher. The instrument consisted of 10 subscales developed by the researcher. The Relationship Needs Inventory consisted of the following subscales, items, and possible scores:

Attractiveness, 4 items (possible scores 4-20);

Personality Traits, 3 items (possible scores 3-15);

Affection/Communication, 4 items (possible scores 4-20);

Sexual Fulfillment, 4 items (possible scores 4-20);

Recreation/Social, 4 items (possible scores 4-20);

Values/Religion, 3 items (possible scores 3-15);

Education/Career, 4 items (possible scores 4-20);

Family/Domestic Support, 4 items (possible scores 4-20);

Female Primary Love Needs, 6 items (possible scores 6-30); and

Male Primary Love Needs, 6 items (possible scores 6-30).

Students were asked to rate the items/attributes on a five point Likert-type scale, with responses ranging from 1, "Little Or No Importance," to 5, "Great Or Extreme Importance." The instrument was administered according to a set of standardized instructions (Appendix A).

Design

A status survey factorial design was employed. The following independent variables were investigated: gender, age, relationship status, and family structure. Scores from the following 10 subscales were employed as dependent variables from the Relationship Needs Inventory: (1) Attractiveness, (2) Personality Traits , (3) Affection/Communication, (4) Sexual Fulfillment, (5) Recreation/Social, (6) Values/Religion, (7) Education/Career, (8) Family/Domestic Support, (9) Female Primary Love Needs, and (10) Male Primary Love Needs. The sample was comprised of 108 subjects. Four composite null hypotheses were tested using a three-way analysis of variance (general linear model). The following designs were used to test the null hypotheses:

1. composite null hypothesis number 1, a 2 x 3 x 5 factorial design;
2. composite null hypothesis number 2, a 2 x 3 x 2 factorial design;
3. composite null hypothesis number 3, a 2 x 5 x 2 factorial design; and

4. composite null hypothesis number 4, a 2 x 5 x 2 factorial design.

McMillan and Schumacher (1989) cited 10 basic threats to internal validity. These 10 threats were dealt with in the following ways:

1. history - did not pertain because the study was status survey;
2. selection - subjects in the study were not randomly selected, but a systematic selection of using every 20th name was employed;
3. statistical regression - did not pertain because the sample contained no extreme subjects;
4. testing - did not pertain because the study was status survey;
5. instrumentation - did not pertain because the study was status survey;
6. mortality - did not pertain because the study was status survey;
7. maturation - did not pertain because the study was status survey;
8. diffusion of treatment - did not pertain because subjects received no treatment,
9. experimenter bias - standard instructions (Appendix A) were provided to each student completing the instruments, and no treatment was administered; and
10. statistical conclusion - 2 mathematical assumptions (random sampling and equal numbers in cells) were violated in this study. The general linear model was utilized to correct for the absence of equal numbers in cells, and the researcher did not project beyond the statistical procedures implemented.

McMillan and Schumacher (1989) cited 2 threats to external validity. These 2 threats were dealt with in the following ways:

1. population external validity - random sampling was not utilized, and results should be generalized only to

comparable populations; and

2. ecological external validity - a status survey was utilized, no treatment was administered, and data were collected using standardized procedures.

Data Collecting Procedures

The researcher telephoned on-campus and off-campus students residing in the city in which the university was located, and asked them to participate in the data collecting procedures. The names and telephone numbers of students were obtained through a 1994 spring enrollment list. Commuting students (non-residents of the city in which the university was located) and International students were not included in the sampling frame. Of the remaining students, the researcher and assistants attempted to contact every 20th student enrolled for the 1994 spring semester. The total number of student's contacted was 110, and 108 agreed to participate in the study. Students were read a standardized set of instructions consisting of an introductory statement and instructions for completing the demographics questionnaire and Relationship Needs Inventory (Appendix A). The introductory statement explained the purpose of the researcher and details of the study. The instructions for completing the demographics questionnaire consisted of an explanatory sentence, followed by 8 questions asked of subjects for completing the items on the Demographics Questionnaire (Appendix B). The instructions for completing the Relationship Needs Inventory (Appendix C) asked participants to rate 42 items/attributes as they would pertain to a desired mate or relationship needs. The data were coded by the researcher and analyzed by the mainframe computer.

Research Procedures

The following steps were implemented:

1. the topic of relationship needs was selected,
2. the researcher utilized the Education, Sociology, and Psychlit Indexs to conduct a search for related literature concerning

mate selection and relationship needs,

3. the related literature was collected and reviewed,
4. the instruments were developed by the researcher,
5. selected population to be sampled,
6. developed data collecting procedures,
7. a research proposal was written, presented, and defended to the thesis committee,
8. students were contacted by the researcher and assistants through the telephone using a standardized set of instructions to complete the demographics questionnaire and relationship needs inventory,
9. the data were prepared for computer analysis,
10. data were compiled and analyzed by the Computing Center,
11. the thesis was written, presented, and defended to the committee, and
12. a final editing of the document was completed.

Data Analysis

The following were compiled:

1. appropriate descriptive statistics,
2. three-way analyses of variance (general linear model),
3. Bonferroni (Dunn) *t*-test for means, and
4. Duncan multiple range test for means.

Results

The purpose of the researcher was to investigate the attributes college students use to describe their desired mate or relationship needs. The sample was comprised of 108 students. The following independent variables were investigated: gender, age, relationship status, and family structure. The following dependent variables were scores from the 10 scales of the Relationship Needs Inventory: Attractiveness, Personality Traits, Affection/Communication, Sexual Fulfillment, Recreation/Social, Values/Religion, Education/Career,

Family/Domestic Support, Female Primary Love Needs, and Male Primary Love Needs. Four composite null hypotheses were tested at the .05 level of significance, using a three-way analyses of variance (general linear model). The following designs were employed with the composite null hypotheses:

1. composite null hypothesis number 1, a 2 x 3 x 5 factorial design;
2. composite null hypothesis number 2, a 2 x 3 x 2 factorial design;
3. composite null hypothesis number 3, a 2 x 5 x 2 factorial design; and
4. composite null hypothesis number 4, a 2 x 5 x 2 factorial design.

The results section was organized according to composite null hypotheses for ease of reference. Information pertaining to each composite null hypothesis was presented in a common format for ease of comparison.

It was hypothesized in composite null hypothesis number 1 that the differences among the mean Relationship Needs Inventory scores of students according to gender, age, and relationship status would not be statistically significant. Information pertaining to composite null hypothesis number 1 was presented in Table 1. The following were cited in Table 1: variables, group sizes, means, standard deviations, *F* values, and *p* levels.

Table 1: A Comparison of Mean Relationship Needs Inventory Scores of Students According to Gender, Age, and Relationship Status Employing a Three-Way Analysis of Variance (General Linear Model)

Variable	n	M*	S	F value	p level
		Attractiveness**			
Gender (A)					
Male	50	12.4	3.52	2.72	.1032
Female	58	11.4	2.82		
Age (B)					
17-20	27	12.6[d]	3.29		
21-23	54	12.2	3.00	4.71	.0116
24-Above	27	10.7[e]	3.23		
Relationship Status (C)					
Never Dated, Not Dating	22	12.3	2.51		
Casually Dating	22	12.3	3.43		
Exclusively Dating	19	11.2	4.01	1.05	.3861
Engaged, Living Together, Newlyweds	28	12.0	2.90		
Longer Married, Separated, Divorced, Widowed	17	11.6	3.28		
		Interactions			
		A x B		1.30	.2777
		A x C		0.14	.9676
		B x C		0.87	.5361
		A x B x C		1.37	.2439

(continued)

Table 1 Continued

Variable	n	M	S	F value	p level
		Personality Traits			
Gender (A)					
Male	50	11.9	2.14	2.19	.1425
Female	58	12.3	1.64		
Age (B)					
17-20	27	11.7	2.06		
21-23	54	12.4	1.67	0.49	.6147
24-Above	27	11.9	2.09		
Relationship Status (C)					
Never Dated, Not Dating	22	12.8	1.59		
Casually Dating	22	11.8	2.52		
Exclusively Dating	19	11.7	2.03	1.14	.3437
Engaged, Living Together, Newlyweds	28	12.1	1.58		
Longer Married, Separated, Divorced, Widowed	17	11.9	1.50		
		Interactions			
A x B				0.32	.7237
A x C				0.65	.6280
B x C				1.39	.2209
A x B x C				0.64	.6688

(continued)

Table 1 Continued

Variable	n	M	S	F value	p level
		Affection/Communication			
Gender (A)					
Male	50	18.4	1.83	2.17	.1441
Female	58	18.9	1.52		
Age (B)					
17-20	27	18.6	1.85		
21-23	54	18.6	1.89	0.49	.6117
24-Above	27	18.9	0.95		
Relationship Status (C)					
Never Dated, Not Dating	22	18.9	1.49		
Casually Dating	22	18.0	2.39		
Exclusively Dating	19	18.8	1.40	1.10	.3614
Engaged, Living Together, Newlyweds	28	19.0	1.45		
Longer Married, Separated, Divorced, Widowed	17	18.7	1.36		
		Interactions			
A x B				0.09	.9171
A x C				1.00	.4142
B x C				0.72	.6588
A x B x C				0.45	.8152

(continued)

Table 1 Continued

Variable	n	M	S	F value	p level
		Sexual Fulfillment			
Gender (A)					
Male	50	15.3	3.35	0.77	.3831
Female	58	14.7	3.54		
Age (B)					
17-20	27	14.8	3.91		
21-23	54	15.1	3.06	0.85	.4305
24-Above	27	15.0	3.81		
Relationship Status (C)					
Never Dated, Not Dating	22	15.2	3.08		
Casually Dating	22	15.0	3.53		
Exclusively Dating	19	13.8	3.50	1.95	.1097
Engaged, Living Together, Newlyweds	28	15.6	2.84		
Longer Married, Separated, Divorced, Widowed	17	14.9	3.45		
		Interactions			
		A x B		3.31	.0413
		A x C		1.18	.3267
		B x C		1.88	.0833
		A x B x C		1.04	.3984

(continued)

Table 1 Continued

Variable	n	M	S	F value	p level
		Recreation/Social			
Gender (A)					
Male	50	15.1	2.67	0.27	.6056
Female	58	15.6	2.37		
Age (B)					
17-20	27	15.4	2.10		
21-23	54	15.5	2.70	0.49	.6158
24-Above	27	15.1	2.59		
Relationship Status (C)					
Never Dated, Not Dating	22	14.5	2.11		
Casually Dating	22	15.8	2.67		
Exclusively Dating	19	15.8	2.23	0.63	.6440
Engaged, Living Together, Newlyweds	28	15.4	2.77		
Longer Married, Separated, Divorced, Widowed	17	15.4	2.65		
		Interactions			
		A x B		0.19	.8260
		A x C		0.92	.4547
		B x C		0.29	.9552
		A x B x C		0.47	.8005

(continued)

Table 1 Continued

Variable	n	M	S	F value	p level
		Values/Religion			
Gender (A)					
Male	50	11.4	2.15	0.47	.4941
Female	58	12.0	1.84		
Age (B)					
17-20	27	11.6	2.08		
21-23	54	11.9	2.07	1.22	.2999
24-Above	27	11.5	1.78		
Relationship Status (C)					
Never Dated, Not Dating	22	11.0	2.43		
Casually Dating	22	11.7	2.14		
Exclusively Dating	19	11.8	1.81	0.77	.5479
Engaged, Living Together, Newlyweds	28	11.9	1.76		
Longer Married, Separated, Divorced, Widowed	17	12.2	1.71		
		Interactions			
		A x B		1.08	.3453
		A x C		2.48	.0503
		B x C		0.52	.8161
		A x B x C		0.81	.5451

(continued)

Table 1 Continued

Variable	n	M	S	F value	p level
		Education/Career			
Gender (A)					
Male	50	13.6	3.28	0.01	.9325
Female	58	13.9	3.20		
Age (B)					
17-20	27	13.8	2.53		
21-23	54	14.4	3.15	2.25	.1120
24-Above	27	12.5	3.68		
Relationship Status (C)					
Never Dated, Not Dating	22	13.3	3.05		
Casually Dating	22	13.6	3.19		
Exclusively Dating	19	14.3	2.79	0.18	.9473
Engaged, Living Together, Newlyweds	28	14.3	3.62		
Longer Married, Separated, Divorced, Widowed	17	13.1	3.39		
		Interactions			
A x B				0.04	.9616
A x C				0.33	.8581
B x C				0.26	.9678
A x B x C				1.20	.3182

(continued)

Table 1 Continued

Variable	n	M	S	F value	p level
		Family/Domestic Support			
Gender (A)					
Male	50	15.2[a]	4.06	10.55	.0017
Female	57	17.8[b]	2.21		
Age (B)					
17-20	27	16.1	3.68		
21-23	53	17.3	2.96	1.04	.3581
24-Above	27	15.7	3.91		
Relationship Status (C)					
Never Dated, Not Dating	22	16.6	3.03		
Casually Dating	22	15.5	4.63		
Exclusively Dating	18	16.7	3.43	0.70	.5967
Engaged, Living Together, Newlyweds	28	17.6	2.20		
Longer Married, Separated, Divorced, Widowed	17	16.3	3.77		
		Interactions			
A x B				0.66	.5212
A x C				0.76	.5531
B x C				0.66	.7032
A x B x C				1.65	.1570

(continued)

Table 1 Continued

Variable	n	M	S	F value	p level
		Female Primary Love Needs			
Gender (A)					
Male	50	27.0[a]	2.64	19.26	.0001
Female	58	29.1[b]	1.15		
Age (B)					
17-20	27	27.5	2.78		
21-23	54	28.5	1.92	1.22	.3007
24-Above	27	28.3	3.91		
Relationship Status (C)					
Never Dated, Not Dating	22	28.0	2.33		
Casually Dating	22	28.0	2.41		
Exclusively Dating	19	27.9	2.59	1.05	.3851
Engaged, Living Together, Newlyweds	28	28.3	2.20		
Longer Married, Separated, Divorced, Widowed	17	28.6	1.62		
		Interactions			
A x B				0.57	.5697
A x C				0.13	.9719
B x C				0.88	.5292
A x B x C				0.68	.6380

(continued)

Table 1 Continued

Variable	n	M	S	F value	p level
		Male Primary Love Needs			
Gender (A)					
Male	50	26.0	3.39	0.74	.3937
Female	58	27.2	2.48		
Age (B)					
17-20	27	26.3	3.15		
21-23	54	27.1	2.77	2.14	.1243
24-Above	27	26.0	3.19		
Relationship Status (C)					
Never Dated, Not Dating	22	26.8	2.99		
Casually Dating	22	26.0	3.57		
Exclusively Dating	19	26.6	3.27	0.51	.7293
Engaged, Living Together, Newlyweds	28	27.2	2.57		
Longer Married, Separated, Divorced, Widowed	17	26.4	2.62		
		Interactions			
		A x B		0.05	.9518
		A x C		0.17	.9551
		B x C		1.20	.3131
		A x B x C		0.59	.7096

* The larger the values the more positive the attribute

** The scales have the following possible scores and theoretical means: Attractiveness (4-20, 12); Personality Traits (3-15, 9); Affection/Communication (4-20, 12); Sexual Fulfillment (4-20, 12); Recreation/Social (4-20, 12); Values/Religion (3-15, 9); Education/Career (4-20, 12); Family/Domestic Support (4-20, 12); Female Primary Love Needs (6-30, 18); Male Primary Love Needs (6-30, 18)

ab Difference statistically significant at the .05 level according to Bonferonni (Dunn) t test for means

de Difference statistically significant at the .05 level according to Duncan's multiple-range test

Five of the 70 p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. Three of the statistically significant comparisons were for main effects. The following main effects were statistically significant:

1. age for the dependent variable Attractiveness;
2. gender for the dependent variable Family/Domestic Support; and
3. gender for the dependent variable Female Primary Love Needs.

Information cited in Table 1 indicated the following for main effects:

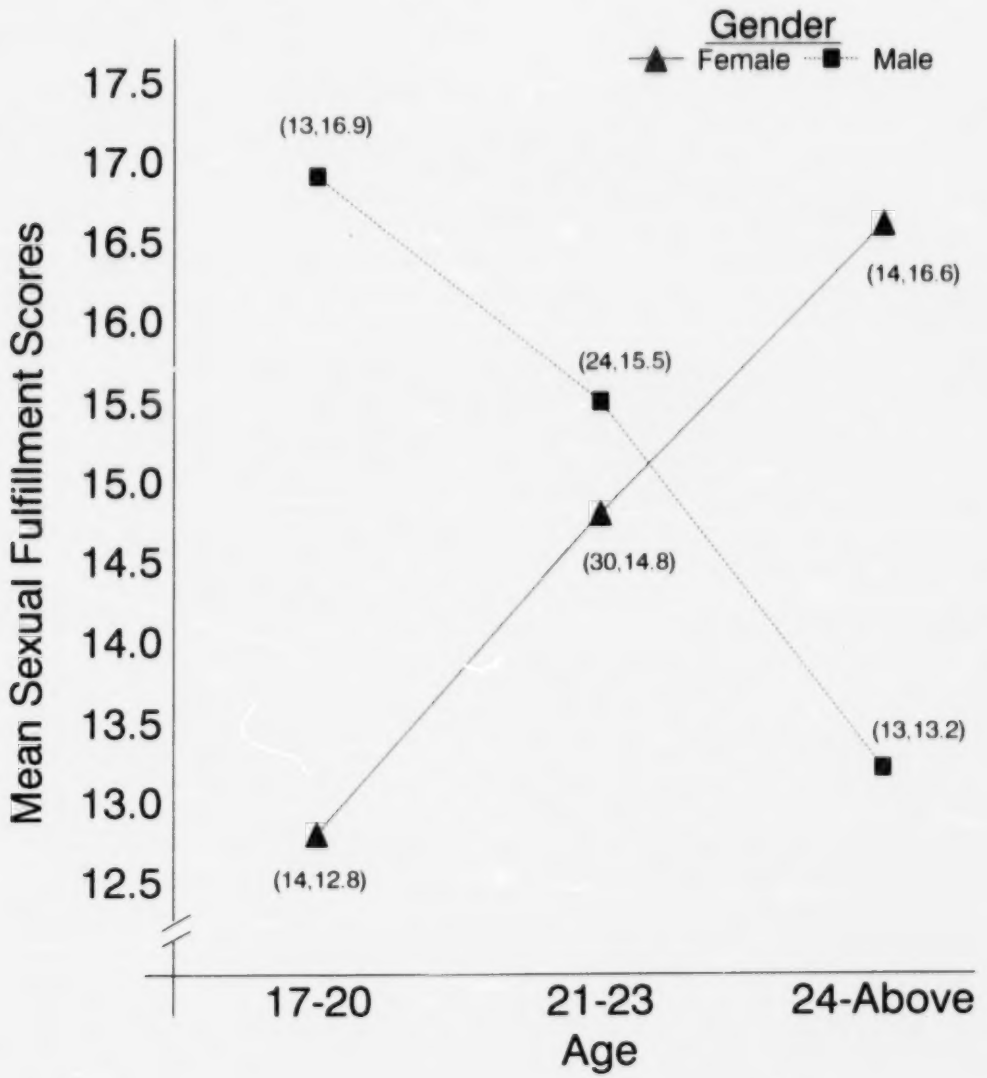
1. students ages 17-20 rated Attractiveness statistically higher than those 24-above;
2. female students rated Family/Domestic Support statistically higher than males; and
3. female students rated Female Primary Love Needs statistically higher than males.

Two of the 5 statistically significant comparisons were for interactions. The following interactions were statistically significant:

1. The independent variable gender and age for the dependent variable Sexual Fulfillment; and
2. The independent variable gender and relationship status for the dependent variable Values/Religion.

The interaction between gender and age for the dependent variable Sexual Fulfillment was depicted in a profile plot. Figure 1 contained mean Sexual Fulfillment scores and curves for gender.

Figure 1: The Interaction Between Gender and Age for the Dependent Variable Sexual Fulfillment.



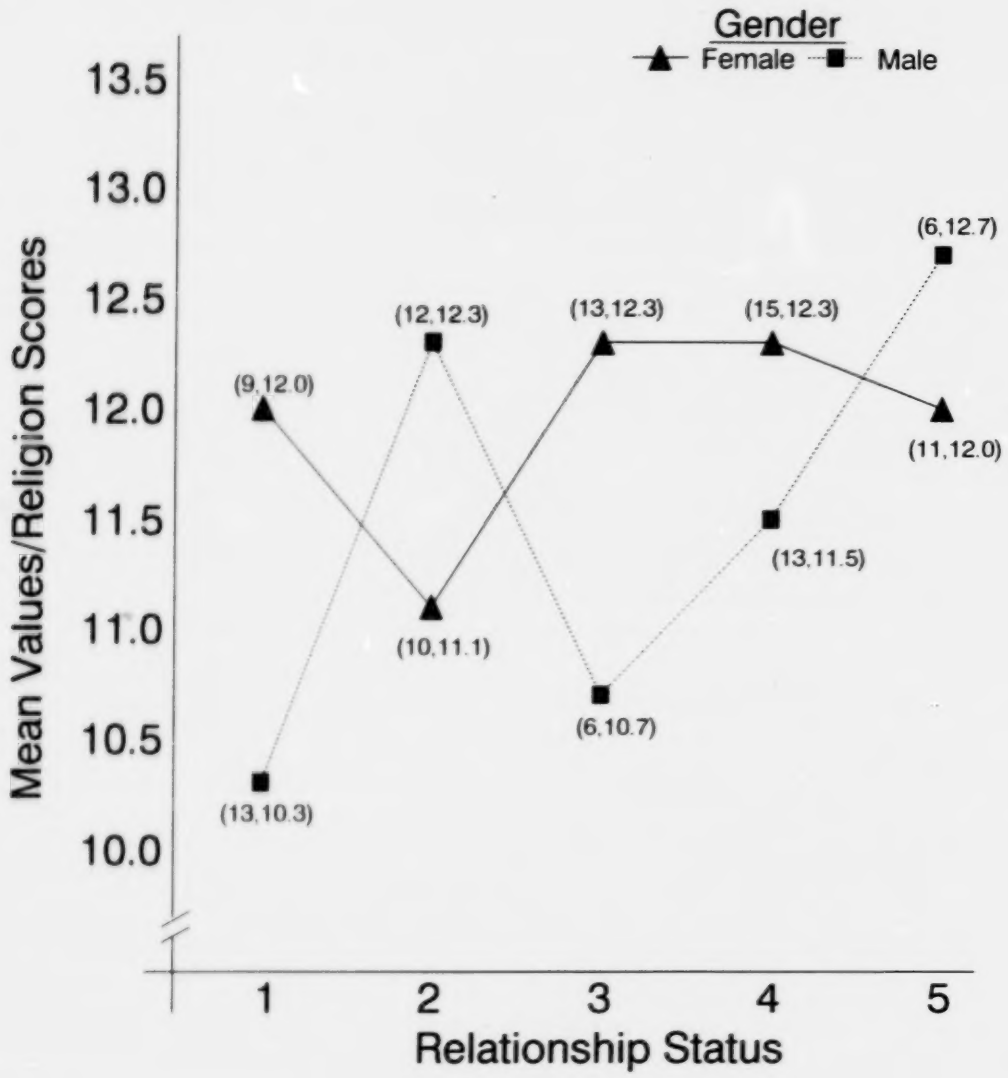
Note. 1st value in parenthesis = size; 2nd value in parenthesis = Sexual Fulfillment score.

The interaction between gender and age for the dependent variable Sexual Fulfillment was disordinal. The information cited in Figure 1 indicated the following:

1. males age 17-20 rated Sexual Fulfillment numerically higher than any other subgroup;
2. females age 17-20 rated Sexual Fulfillment numerically lower than any other subgroup;
3. females age 24-above reported numerically greater Sexual Fulfillment needs than males age 24-above;
4. females reported a numerically increasing need in Sexual Fulfillment with an increase in age; and
5. males reported a numerically decreasing need in Sexual Fulfillment with an increase in age.

The interaction between gender and relationship status for the dependent variable Values/Religion was depicted in a profile plot. Figure 2 contained mean Values/Religion scores and curves for gender.

Figure 2: The Interaction Between Gender and Relationship Status for the Dependent Variable Values/Religion.



Note. 1st value in parenthesis = size; 2nd value in parenthesis = Values/Religion score.
1 = Never Dated, Not Dating; 2 = Casually Dating; 3 = Exclusively Dating; 4 = Engaged, Living Together, Newlyweds; 5 = Longer Married, Separated, Divorced, Widowed.

The interaction between gender and relationship status for the dependent variable Values/Religion was disordinal. The information cited in Figure 2 indicated the following:

1. males who were longer married, separated, divorced, or widowed rated Values/Religion numerically higher than any other subgroup; and
2. males who had never dated or were not dating rated Values/Religion numerically lower than any other subgroup.

It was hypothesized in composite null hypothesis number 2 that the differences among the mean Relationship Needs Inventory scores of students according to gender, age, and family structure would not be statistically significant. Information pertaining to composite null hypothesis number 2 was presented in Table 2. The following were cited in Table 2: variables, group sizes, means, standard deviations, *F* values, and *p* levels.

Table 2: A Comparison of Mean Relationship Needs Inventory Scores of Students According to Gender, Age, and Family Structure Employing a Three-Way Analysis of Variance (General Linear Model)

Variable	n	M*	S	F value	p level
		Attractiveness**			
Gender (A)					
Male	50	12.4	3.52	0.88	.3497
Female	58	11.4	2.82		
Age (B)					
17-20	27	12.6[a]	3.29		
21-23	54	12.2	3.00	3.98	.0219
24-Above	27	10.7[b]	3.23		
Family Structure (D)					
Intact	90	12.0	3.23	0.10	.7554
Other	18	11.7	3.05		
		Interactions			
		A x B		0.52	.5988
		A x D		0.07	.7936
		B x D		1.59	.2085
		A x B x D		0.47	.6269

(continued)

Table 2 Continued

Variable	n	M	S	F value	p level
		Personality Traits			
Gender (A)					
Male	50	11.9	2.14	2.43	.1225
Female	58	12.3	1.64		
Age (B)					
17-20	27	11.7	2.06		
21-23	54	12.4	1.67	2.88	.0611
24-Above	27	11.9	2.09		
Family Structure (D)					
Intact	90	12.2	1.85	2.13	.1477
Other	18	11.4	2.00		
		Interactions			
		A x B		0.19	.8259
		A x D		1.74	.1899
		B x D		2.42	.0947
		A x B x D		0.07	.9300

(continued)

Table 2 Continued

Variable	n	M	S	F value	p level
		Affection/Communication			
Gender (A)					
Male	50	18.4[g]	1.83	5.46	.0216
Female	58	18.9[h]	1.52		
Age (B)					
17-20	27	18.6	1.85		
21-23	54	18.6	1.89	0.57	.5674
24-Above	27	18.9	0.95		
Family Structure (D)					
Intact	90	18.8	1.5	1.50	.2240
Other	18	17.9	2.31		
		Interactions			
		A x B		0.19	.8278
		A x D		4.12	.0452
		B x D		0.49	.6130
		A x B x D		0.12	.8842

(continued)

Table 2 Continued

Variable	n	M	S	F value	p level
		Sexual Fulfillment			
Gender (A)					
Male	50	15.3	3.35	0.35	.5561
Female	58	14.7	3.54		
Age (B)					
17-20	27	14.8	3.91		
21-23	54	15.1	3.06	0.12	.8859
24-Above	27	15.0	3.81		
Family Structure (D)					
Intact	90	15.0	3.59	0.13	.7218
Other	18	15.0	2.72		
		Interactions			
		A x B		4.18	.0181
		A x D		0.02	.8900
		B x D		0.55	.5812
		A x B x D		0.48	.6208

(continued)

Table 2 Continued

Variable	n	M	S	F value	p level
		Recreation/Social			
Gender (A)					
Male	50	15.1	2.67	0.15	.6995
Female	58	15.6	2.38		
Age (B)					
17-20	27	15.4	2.10		
21-23	54	15.5	2.70	0.36	.7002
24-Above	27	15.1	2.59		
Family Structure (D)					
Intact	90	15.4	2.63	0.20	.6561
Other	18	15.1	1.91		
		Interactions			
		A x B		0.31	.7323
		A x D		0.01	.9063
		B x D		1.83	.1663
		A x B x D		0.72	.4903

(continued)

Table 2 Continued

Variable	n	M	S	F value	p level
		Values/Religion			
Gender (A)					
Male	50	11.4	2.15	0.75	.3894
Female	58	12.0	1.84		
Age (B)					
17-20	27	11.6	2.08		
21-23	54	11.9	2.07	0.53	.5893
24-Above	27	11.5	1.78		
Family Structure (D)					
Intact	90	11.8	1.96	2.55	.1138
Other	18	11.1	2.14		
		Interactions			
	A x B			3.91	.0233
	A x D			2.49	.1180
	B x D			0.02	.9850
	A x B x D			1.46	.2374

(continued)

Table 2 Continued

Variable	n	M	S	F value	p level
		Education/Career			
Gender (A)					
Male	50	13.6	3.28	0.32	.5724
Female	58	13.9	3.20		
Age (B)					
17-20	27	13.8	2.53		
21-23	54	14.4	3.15	0.16	.8487
24-Above	27	12.5	3.68		
Family Structure (D)					
Intact	90	13.8	3.28	0.04	.8369
Other	18	13.6	2.97		
		Interactions			
	A x B			0.11	.8930
	A x D			1.19	.2773
	B x D			1.32	.2712
	A x B x D			0.06	.9401

(continued)

Table 2 Continued

Variable	n	M	S	F value	p level
		Family/Domestic Support			
Gender (A)					
Male	50	15.2[a]	4.06	4.12	.0451
Female	57	17.8[b]	2.21		
Age (B)					
17-20	27	16.1	3.68		
21-23	53	17.3	2.96	0.80	.4543
24-Above	27	15.7	3.91		
Family Structure (D)					
Intact	89	16.7	3.44	0.03	.8540
Other	18	16.3	3.50		
		Interactions			
		A x B		0.90	.4112
		A x D		0.64	.4242
		B x D		0.20	.8206
		A x B x D		0.93	.3971

(continued)

Table 2 Continued

Variable	n	M	S	F value	p level
		Female Primary Love Needs			
Gender (A)					
Male	50	27.0[a]	2.64	9.62	.0025
Female	58	29.1[b]	1.15		
Age (B)					
17-20	27	27.5	2.78		
21-23	54	28.5	1.92	0.67	.5118
24-Above	27	28.3	2.16		
Family Structure (D)					
Intact	90	28.3	2.27	0.27	.6075
Other	18	27.7	2.08		
		Interactions			
		A x B		0.56	.5718
		A x D		0.04	.8376
		B x D		0.05	.9478
		A x B x D		0.49	.6140

(continued)

Table 2 Continued

Variable	n	M	S	F value	p level
		Male Primary Love Needs			
Gender (A)					
Male	50	26.0	3.39	0.43	.5128
Female	58	27.2	2.48		
Age (B)					
17-20	27	26.3	3.15		
21-23	54	27.1	2.77	0.33	.7217
24-Above	27	26.0	3.19		
Family Structure (D)					
Intact	90	26.9	2.99	1.49	.2248
Other	18	25.5	2.79		
		Interactions			
		A x B		0.37	.6939
		A x D		0.36	.5509
		B x D		0.55	.5808
		A x B x D		0.72	.4874

* The larger the values the more positive the attribute

** The scales have the following possible scores and theoretical means: Attractiveness (4-20, 12); Personality Traits (3-15, 9); Affection/Communication (4-20, 12); Sexual Fulfillment (4-20, 12); Recreation/Social (4-20, 12); Values/Religion (3-15, 9); Education/Career (4-20, 12); Family/Domestic Support (4-20, 12); Female Primary Love Needs (6-30, 18); Male Primary Love Needs (6-30, 18)

ab Difference statistically significant at the .05 level according to Bonferonni (Dunn) t test for means

gh Difference statistically significant at the .05 level.

Seven of the 70 p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. Four of the statistically significant comparisons were for main effects. The following main effects were statistically significant:

1. age for the dependent variable Attractiveness (recurring, Table 1);
2. gender for the dependent variable Affection/Communication;
3. gender for the dependent variable Family/Domestic Support (recurring, Table 1); and
4. gender for the dependent variable Female Primary Love Needs (recurring, Table 1).

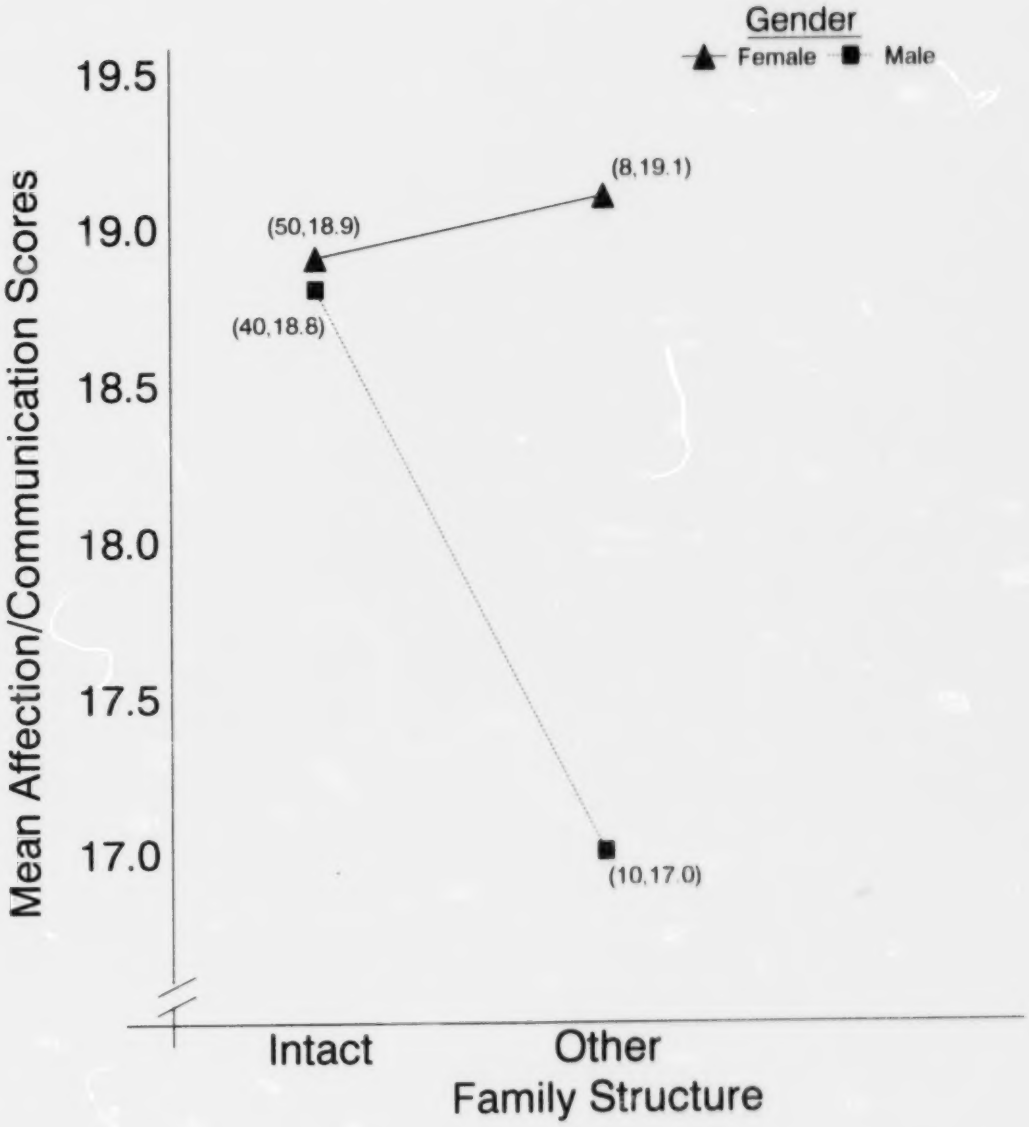
Information cited in Table 2 indicated the following for main effects: female students rated Affection/Communication statistically higher than male students.

Three of the 7 statistically significant comparisons were for interactions. The following interactions were statistically significant:

1. The independent variable gender and family structure for the dependent variable Affection/Communication;
2. The independent variable gender and age for the dependent variable Sexual Fulfillment (recurring, Table 1); and
3. The independent variable gender and age for the dependent variable Values/Religion.

The interaction between gender and family structure for the dependent variable Affection/Communication was depicted in a profile plot. Figure 3 contained mean Affection/Communication scores and curves for gender.

Figure 3: The Interaction Between Gender and Family Structure for the Dependent Variable Affection/Communication.



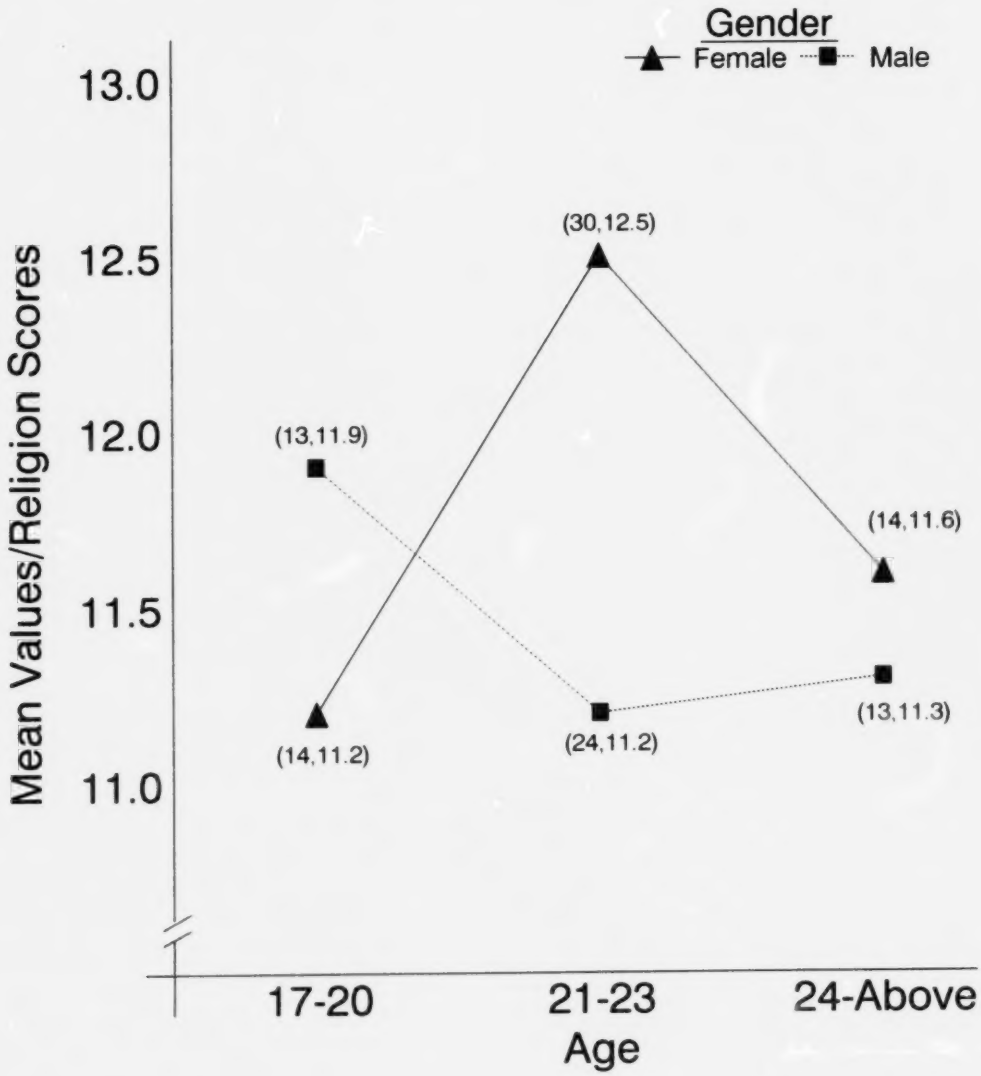
Note. 1st value in parenthesis = size; 2nd value in parenthesis = Affection/Communication score.

The interaction between gender and family structure for the dependent variable Affection/Communication was ordinal. The information cited in Figure 3 indicated the following:

1. females raised in other family structures rated Affection/Communication numerically higher than any other subgroup; and
2. males raised in other family structures rated Affection/Communication numerically lower tnan any other subgroup.

The interaction between gender and age for the dependent variable Values/Religion was depicted in a profile plot. Figure 4 contained mean Values/Religion scores and curves for gender.

Figure 4: The Interaction Between Gender and Age for the Dependent Variable Values/Religion.



Note. 1st value in parenthesis = size; 2nd value in parenthesis = Values/Religion score.

The interaction between gender and age for the dependent variable Values/Religion was disordinal. The information cited in Figure 4 indicated the following:

1. females age 21-23 rated Values/Religion numerically higher than any other subgroup;
2. females age 17-20 and males age 21-23 rated Values/Religion numerically lower than any other subgroup;
3. females age 21-23 reported numerically greater Values/Religion needs than males age 21-23; and
4. males age 17-20 reported numerically greater Values/Religion needs than females age 17-20.

It was hypothesized in composite null hypothesis number 3 that the differences among the mean Relationship Needs Inventory scores of students according to gender, relationship status, and family structure would not be statistically significant. Information pertaining to composite null hypothesis number 3 was presented in Table 3. The following were cited in Table 3: variables, group sizes, means, standard deviations, F values, and p levels.

Table 3: A Comparison of Mean Relationship Needs Inventory Scores of Students According to Gender, Relationship Status, and Family Structure Employing a Three-Way Analysis of Variance (General Linear Model)

Variable	n	M*	S	F value	p level
		Attractiveness**			
Gender (A)					
Male	50	12.4	3.52	0.06	.8014
Female	58	11.4	2.82		
Relationship Status (C)					
Never Dated, Not Dating	22	12.3	2.51		
Casually Dating	22	12.3	3.43		
Exclusively Dating	19	11.2	4.01	0.92	.4574
Engaged, Living Together, Newlyweds	28	12.0	2.90		
Longer Married, Separated, Divorced, Widowed	17	11.6	3.28		
Family Structure (D)					
Intact	90	12.0	3.23	0.04	.8385
Other	18	11.7	3.05		
		Interactions			
		A x C		0.46	.7656
		A x D		0.53	.4705
		C x D		1.22	.3089
		A x C x D		0.76	.5206

(continued)

Table 3 Continued

Variable	n	M	S	F value	p level
		Personality Traits			
Gender (A)					
Male	50	11.9	2.14	3.27	.0738
Female	58	12.3	1.64		
Relationship Status (C)					
Never Dated, Not Dating	22	12.8[g]	1.59		
Casually Dating	22	11.8[h]	2.52		
Exclusively Dating	19	11.7[h]	2.03	2.85	.0285
Engaged, Living Together, Newlyweds	28	12.1[h]	1.58		
Longer Married, Separated, Divorced, Widowed	17	11.9[h]	1.50		
Family Structure (D)					
Intact	90	12.2	1.85	1.62	.2065
Other	18	11.4	2.00		
		Interactions			
		A x C		0.58	.6771
		A x D		2.21	.1410
		C x D		2.35	.0601
		A x C x D		0.34	.7972

(continued)

Table 3 Continued

Variable	n	M	S	F value	p level
		Affection/Communication			
Gender (A)					
Male	50	18.4[g]	1.83	9.66	.0025
Female	58	18.9[h]	1.52		
Relationship Status (C)					
Never Dated, Not Dating	22	18.9[g]	1.49		
Casually Dating	22	18.0[h]	2.39		
Exclusively Dating	19	18.8[g]	1.40	3.38	.0127
Engaged, Living Together, Newlyweds	28	19.0[g]	1.45		
Longer Married, Separated, Divorced, Widowed	17	18.7[g]	1.36		
Family Structure (D)					
Intact	90	18.8	1.50	2.24	.1383
Other	18	17.9	2.31		
		Interactions			
		A x C		2.49	.0491
		A x D		8.74	.0040
		C x D		2.15	.0810
		A x C x D		2.99	.0350

(continued)

Table 3 Continued

Variable	n	M	S	F value	p level
		Sexual Fulfillment			
Gender (A)					
Male	50	15.3	3.35	0.36	.5482
Female	58	14.7	3.54		
Relationship Status (C)					
Never Dated, Not Dating	22	15.2	3.08		
Casually Dating	22	15.0	3.53		
Exclusively Dating	19	13.8	4.50	0.34	.8499
Engaged, Living Together, Newlyweds	28	15.6	2.84		
Longer Married, Separated, Divorced, Widowed	17	14.9	3.45		
Family Structure (D)					
Intact	90	15.0	3.59	0.09	.7636
Other	18	15.0	2.72		
		Interactions			
A x C				0.80	.5307
A x D				0.09	.7649
C x D				0.49	.7401
A x C x D				0.81	.4895

(continued)

Table 3 Continued

Variable	n	M	S	F value	p level
		Recreation/Social			
Gender (A)					
Male	50	15.1	2.67	0.78	.3790
Female	58	15.6	2.38		
Relationship Status (C)					
Never Dated, Not Dating	22	14.5	2.11		
Casually Dating	22	15.8	2.67		
Exclusively Dating	19	15.8	2.23	0.11	.9776
Engaged, Living Together, Newlyweds	28	15.4	2.77		
Longer Married, Separated, Divorced, Widowed	17	15.4	2.65		
Family Structure (D)					
Intact	90	15.4	2.63	0.49	.4877
Other	18	15.1	1.91		
		Interactions			
A x C				0.76	.5515
A x D				0.38	.5369
C x D				0.82	.5138
A x C x D				0.11	.9527

(continued)

Table 3 Continued

Variable	n	M	S	F value	p level
		Values/Religion			
Gender (A)					
Male	50	11.4	2.15	0.18	.6746
Female	58	12.0	1.84		
Relationship Status (C)					
Never Dated, Not Dating	22	11.0	2.43		
Casually Dating	22	11.7	2.14		
Exclusively Dating	19	11.8	1.81	2.08	.0900
Engaged, Living Together, Newlyweds	28	11.9	1.76		
Longer Married, Separated, Divorced, Widowed	17	12.2	1.71		
Family Structure (D)					
Intact	90	11.8[g]	1.96	4.88	.0298
Other	18	11.1[h]	2.14		
		Interactions			
		A x C		2.49	.0489
		A x D		1.36	.2466
		C x D		0.94	.4471
		A x C x D		1.52	.2142

(continued)

Table 3 Continued

Variable	n	M	S	F value	p level
		Education/Career			
Gender (A)					
Male	50	13.6	3.28	0.01	.9175
Female	58	13.9	3.20		
Relationship Status (C)					
Never Dated, Not Dating	22	13.3	3.05		
Casually Dating	22	13.6	3.19		
Exclusively Dating	19	14.3	2.79	0.24	.9161
Engaged, Living Together, Newlyweds	28	14.3	3.62		
Longer Married, Separated, Divorced, Widowed	17	13.1	3.39		
Family Structure (D)					
Intact	90	13.8	3.28	0.00	.9910
Other	18	13.6	2.97		
		Interactions			
A x C				0.45	.7728
A x D				0.06	.8005
C x D				0.92	.4545
A x C x D				0.46	.7088

(continued)

Table 3 Continued

Variable	n	M	S	F value	p level
		Family/Domestic Support			
Gender (A)					
Male	50	15.2[a]	4.06	8.44	.0047
Female	57	17.8[b]	2.21		
Relationship Status (C)					
Never Dated, Not Dating	22	16.6	3.03		
Casually Dating	22	15.5	4.63		
Exclusively Dating	18	16.7	3.43	1.75	.1456
Engaged, Living Together, Newlyweds	28	17.6	2.20		
Longer Married, Separated, Divorced, Widowed	17	16.3	3.77		
Family Structure (D)					
Intact	89	16.7	3.44	0.25	.6175
Other	18	16.3	3.50		
		Interactions			
		A x C		1.43	.2300
		A x D		0.03	.8742
		C x D		1.49	.2117
		A x C x D		1.76	.1602

(continued)

Table 3 Continued

Variable	n	M	S	F value	p level
		Female Primary Love Needs			
Gender (A)					
Male	50	27.0[a]	2.64	15.29	.0002
Female	58	29.1[b]	1.15		
Relationship Status (C)					
Never Dated, Not Dating	22	28.0	2.33		
Casually Dating	22	28.0	2.41		
Exclusively Dating	19	27.9	2.59	0.55	.7003
Engaged, Living Together, Newlyweds	28	28.3	2.20		
Longer Married, Separated, Divorced, Widowed	17	28.6	1.62		
Family Structure (D)					
Intact	90	28.3	2.27	0.08	.7762
Other	18	27.7	2.08		
		Interactions			
		A x C		0.21	.9295
		A x D		0.37	.5440
		C x D		1.15	.3403
		A x C x D		0.18	.9094

(continued)

Table 3 Continued

Variable	n	M	S	F value	p level
		Male Primary Love Needs			
Gender (A)					
Male	50	26.0[a]	3.39	4.26	.0420
Female	58	27.2[b]	2.48		
Relationship Status (C)					
Never Dated, Not Dating	22	26.8	2.99		
Casually Dating	22	26.0	3.57		
Exclusively Dating	19	26.6	3.27	1.01	.4088
Engaged, Living Together, Newlyweds	28	27.2	2.57		
Longer Married, Separated, Divorced, Widowed	17	26.4	2.62		
Family Structure (D)					
Intact	90	26.9	2.99	2.80	.0980
Other	18	25.5	2.79		
		Interactions			
		A x C		0.75	.5606
		A x D		0.70	.4065
		C x D		0.64	.6335
		A x C x D		0.88	.4531

* The larger the values the more positive the attribute

** The scales have the following possible scores and theoretical means: Attractiveness (4-20, 12); Personality Traits (3-15, 9); Affection/Communication (4-20, 12); Sexual Fulfillment (4-20, 12); Recreation/Social (4-20, 12); Values/Religion (3-15, 9); Education/Career (4-20, 12); Family/Domestic Support (4-20, 12); Female Primary Love Needs (6-30, 18); Male Primary Love Needs (6-30, 18)

ab Difference statistically significant at the .05 level according to Bonferonni (Dunn) t test for means

gh Difference statistically significant at the .05 level.

Eleven of the 70 p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. Seven of the statistically significant comparisons were for main effects. The following main effects were statistically significant:

1. relationship status for the dependent variable Personality Traits;
2. gender for the dependent variable Affection/Communication (recurring, Table 1);
3. relationship status for the dependent variable Affection/Communication;
4. family structure for the dependent variable Values/Religion;
5. gender for the dependent variable Family/Domestic Support (recurring, Table 1);
6. gender for the dependent variable Female Primary Love Needs (recurring, Table 1); and
7. gender for the dependent variable Male Primary Love Needs.

Information cited in Table 3 indicated the following for main effects:

1. students who had never dated or were not dating rated Personality Traits statistically higher than those from all other levels;
2. students who had never dated, not dating; exclusively dating; engaged, living together, newlyweds; longer married, separated, divorced, or widowed rated Affection/Communication statistically higher than those who were casually dating;
3. students raised in intact families rated Values/Religion statistically higher than those not raised in intact families; and
4. female students rated Male Primary Love Needs statistically higher than males.

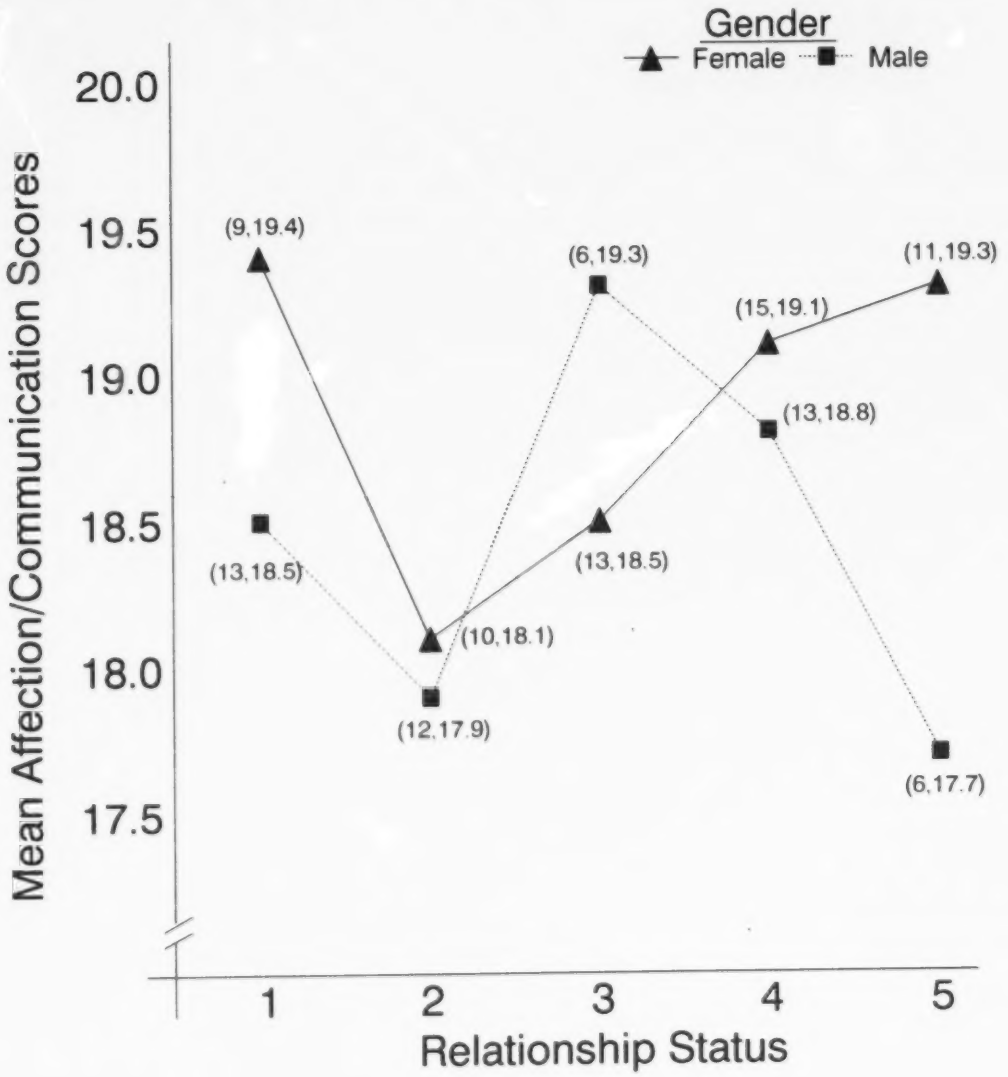
Four of the 11 statistically significant comparisons were for

interactions. The following interactions were statistically significant:

1. The independent variable gender and relationship status for the dependent variable Affection/Communication;
2. The independent variable gender and family structure for the dependent variable Affection/Communication (recurring, Figure 3);
3. The independent variable gender, relationship status, and family structure for the dependent variable Affection/Communication; and
4. The independent variable gender and relationship status for the dependent variable Values/Religion (recurring, Figure 2).

The interaction between gender and relationship status for the dependent variable Affection/Communication was depicted in a profile plot. Figure 5 contained mean Affection/Communication scores and curves for gender.

Figure 5: The Interaction Between Gender and Relationship Status for the Dependent Variable Affection/Communication.



Note. 1st value in parenthesis = size; 2nd value in parenthesis = Affection/Communication score. 1 = Never Dated, Not Dating; 2 = Casually Dating; 3 = Exclusively Dating; 4 = Engaged, Living Together, Newlyweds; 5 = Longer Married, Separated, Divorced, Widowed.

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The interaction between gender and relationship status for the dependent variable Affection/Communication was disordinal. The information cited in Figure 5 indicated the following:

1. females who had never dated or were not dating rated Affection/Communication numerically higher than any other subgroup;
2. males who were longer married, separated, divorced, or widowed rated Affection/Communication numerically lower than any other subgroup;

The interaction among gender, relationship status, and family structure for the dependent variable Affection/Communication was not depicted in a profile plot. This interaction was not presented in a Figure due to the size of the sample and nature of the data.

It was hypothesized in composite null hypothesis number 4 that the differences among the mean Relationship Needs Inventory scores of students according to age, relationship status, and family structure would not be statistically significant. Information pertaining to composite null hypothesis number 4 was presented in Table 4. The following were cited in Table 4: variables, group sizes, means, standard deviations, *F* values, and *p* levels.

Table 4: A Comparison of Mean Relationship Needs Inventory Scores of Students According to Age, Relationship Status, and Family Structure Employing a Three-Way Analysis of Variance (General Linear Model)

Variable	n	M*	S	F value	p level
		Attractiveness			
Age (B)					
17-20	27	12.6[d]	3.29		
21-23	54	12.2	3.00	4.10	.0200
24-Above	27	10.7[e]	3.23		
Relationship Status (C)					
Never Dated, Not Dating	22	12.3	2.51		
Casually Dating	22	12.3	3.43		
Exclusively Dating	19	11.2	4.01	1.76	.1442
Engaged, Living Together, Newlyweds	28	12.0	2.90		
Longer Married, Separated, Divorced, Widowed	17	11.6	3.28		
Family Structure (D)					
Intact	90	12.0	3.23	0.43	.5150
Other	18	11.7	3.05		
		Interactions			
B x C				0.67	.6962
B x D				0.07	.9311
C x D				0.92	.4551
B x C x D				0.17	.8455

(continued)

Table 4 Continued

Variable	n	M	S	F value	p level
		Personality Traits			
Age (B)					
17-20	27	11.7	2.06		
21-23	54	12.4	1.67	0.34	.7110
24-Above	27	11.9	2.09		
Relationship Status (C)					
Never Dated, Not Dating	22	12.8	1.59		
Casually Dating	22	11.8	2.52		
Exclusively Dating	19	11.7	2.03	1.66	.1667
Engaged, Living Together, Newlyweds	28	12.1	1.58		
Longer Married, Separated, Divorced, Widowed	17	11.9	1.50		
Family Structure (D)					
Intact	90	12.2[g]	1.85	4.13	.0452
Other	18	11.4[h]	2.00		
		Interactions			
B x C				1.46	.1922
B x D				0.85	.4323
C x D				0.88	.4777
B x C x D				0.67	.5133

(continued)

Table 4 Continued

Variable	n	M	S	F value	p level
		Affection/Communication			
Age (B)					
17-20	27	18.6	1.85		
21-23	54	18.6	1.89	2.07	.1326
24-Above	27	18.6	0.95		
Relationship Status (C)					
Never Dated, Not Dating	22	18.7[g]	1.49		
Casually Dating	22	18.0[h]	2.39		
Exclusively Dating	19	18.8[g]	1.40	3.40	.0126
Engaged, Living Together, Newlyweds	28	19.0[g]	1.45		
Longer Married, Separated, Divorced, Widowed	17	18.7[g]	1.36		
Family Structure (D)					
Intact	90	18.8	1.50	1.53	.2202
Other	18	17.9	2.31		
		Interactions			
B x C				1.00	.4383
B x D				1.33	.2688
C x D				3.08	.0202
B x C x D				2.40	.0964

(continued)

Table 4 Continued

Variable	n	M	S	F value	p level
		Sexual Fulfillment			
Age (B)					
17-20	27	14.8	3.91		
21-23	54	15.1	3.06	0.15	.8627
24-Above	27	15.0	3.81		
Relationship Status (C)					
Never Dated, Not Dating	22	15.2	3.08		
Casually Dating	22	15.0	3.53		
Exclusively Dating	19	13.8	4.50	1.40	.2405
Engaged, Living Together, Newlyweds	28	15.6	2.84		
Longer Married, Separated, Divorced, Widowed	17	14.9	3.45		
Family Structure (D)					
Intact	90	15.0	3.59	0.00	.9756
Other	18	15.0	2.72		
		Interactions			
		B x C		1.68	.1259
		B x D		0.04	.9570
		C x D		0.50	.7342
		B x C x D		0.37	.6906

(continued)

Table 4 Continued

Variable	n	M	S	F value	p level
		Recreation/Social			
Age (B)					
17-20	27	15.4	2.10		
21-23	54	15.5	2.70	0.11	.8955
24-Above	27	15.1	2.59		
Relationship Status (C)					
Never Dated, Not Dating	22	14.5	2.11		
Casually Dating	22	15.8	2.67		
Exclusively Dating	19	15.8	2.23	0.23	.9203
Engaged, Living Together, Newlyweds	28	15.4	2.77		
Longer Married, Separated, Divorced, Widowed	17	15.4	2.65		
Family Structure (D)					
Intact	90	15.4	2.63	0.03	.8701
Other	18	15.1	1.91		
		Interactions			
B x C				0.52	.8139
B x D				2.42	.0952
C x D				0.98	.4254
B x C x D				0.25	.7803

(continued)

Table 4 Continued

Variable	n	M	S	F value	p level
		Values/Religion			
Age (B)					
17-20	27	11.6	2.08		
21-23	54	11.9	2.07	2.19	.1179
24-Above	27	11.5	1.78		
Relationship Status (C)					
Never Dated, Not Dating	22	11.0	2.43		
Casually Dating	22	11.7	2.14		
Exclusively Dating	19	11.8	1.81	1.79	.1388
Engaged, Living Together, Newlyweds	28	11.9	1.76		
Longer Married, Separated, Divorced, Widowed	17	12.2	1.71		
Family Structure (D)					
Intact	90	11.8[g]	1.96	4.60	.0348
Other	18	11.1[h]	2.14		
		Interactions			
		B x C		0.21	.9815
		B x D		0.29	.7479
		C x D		1.51	.2078
		B x C x D		0.05	.9515

(continued)

Table 4 Continued

Variable	n	M	S	F value	p level
		Education/Career			
Age (B)					
17-20	27	13.8	2.53		
21-23	54	14.4	3.15	0.29	.7491
24-Above	27	12.5	3.68		
Relationship Status (C)					
Never Dated, Not Dating	22	13.3	3.05		
Casually Dating	22	13.6	3.19		
Exclusively Dating	19	14.3	2.79	0.24	.9129
Engaged, Living Together, Newlyweds	28	14.3	3.62		
Longer Married, Separated, Divorced, Widowed	17	13.1	3.39		
Family Structure (D)					
Intact	90	13.8	3.28	0.00	.9601
Other	18	13.6	2.97		
		Interactions			
B x C				0.49	.8360
B x D				2.88	.0617
C x D				2.18	.0779
B x C x D				0.07	.9308

(continued)

Table 4 Continued

Variable	n	M	S	F value	p level
		Family/Domestic Support			
Age (B)					
17-20	27	16.1	3.68		
21-23	53	17.3	2.96	0.28	.7565
24-Above	27	15.7	3.91		
Relationship Status (C)					
Never Dated, Not Dating	22	16.6	3.03		
Casually Dating	22	15.5	4.63		
Exclusively Dating	18	16.7	3.43	2.29	.0667
Engaged, Living Together, Newlyweds	28	17.6	2.20		
Longer Married, Separated, Divorced, Widowed	17	16.3	3.77		
Family Structure (D)					
Intact	89	16.7	3.44	0.44	.5089
Other	18	16.3	3.50		
		Interactions			
B x C				1.19	.3184
B x D				1.50	.2291
C x D				2.60	.0421
B x C x D				3.20	.0457

(continued)

Table 4 Continued

Variable	n	M	S	F value	p level
		Female Primary Love Needs			
Age (B)					
17-20	27	27.5	2.78		
21-23	54	28.5	1.92	0.22	.8041
24-Above	27	28.3	2.16		
Relationship Status (C)					
Never Dated, Not Dating	22	28.0	2.33		
Casually Dating	22	28.0	2.41		
Exclusively Dating	19	27.9	2.59	0.76	.5553
Engaged, Living Together, Newlyweds	28	28.3	2.20		
Longer Married, Separated, Divorced, Widowed	17	28.6	1.62		
Family Structure (D)					
Intact	90	28.3	2.27	0.90	.3468
Other	18	27.7	2.08		
		Interactions			
		B x C		1.58	.1523
		B x D		0.61	.5456
		C x D		0.89	.4747
		B x C x D		4.96	.0092

(continued)

Table 4 Continued

Variable	n	M	S	F value	p level
		Male Primary Love Needs			
Age (B)					
17-20	27	26.3	3.15		
21-23	54	27.1	2.77	0.85	.4297
24-Above	27	26.0	3.19		
Relationship Status (C)					
Never Dated, Not Dating	22	26.8	2.99		
Casually Dating	22	26.0	3.57		
Exclusively Dating	19	26.6	3.27	1.14	.3451
Engaged, Living Together, Newlyweds	28	27.2	2.57		
Longer Married, Separated, Divorced, Widowed	17	26.4	2.62		
Family Structure (D)					
Intact	90	26.9	2.99	2.26	.1363
Other	18	25.5	2.79		
		Interactions			
B x C				1.37	.2280
B x D				1.15	.3202
C x D				0.87	.4851
B x C x D				1.53	.2234

* The larger the values the more positive the attribute

** The scales have the following possible scores and theoretical means: Attractiveness (4-20, 12); Personality Traits (3-15, 9); Affection/Communication (4-20, 12); Sexual Fulfillment (4-20, 12); Recreation/Social (4-20, 12); Values/Religion (3-15, 9); Education/Career (4-20, 12); Family/Domestic Support (4-20, 12); Female Primary Love Needs (6-30, 18); Male Primary Love Needs (6-30, 18)

de Difference statistically significant at the .05 level according to Duncan's multiple-range test

gh Difference statistically significant at the .05 level.

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Eight of the 70 p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. Four of the statistically significant comparisons were for main effects. The following main effects were statistically significant:

1. age for the dependent variable Attractiveness (recurring, Table 1);
2. family structure for the dependent variable Personality Traits;
3. relationship status for the dependent variable Affection/Communication (recurring, Table 1); and
4. family structure for the dependent variable Values/Religion (recurring, Table 1).

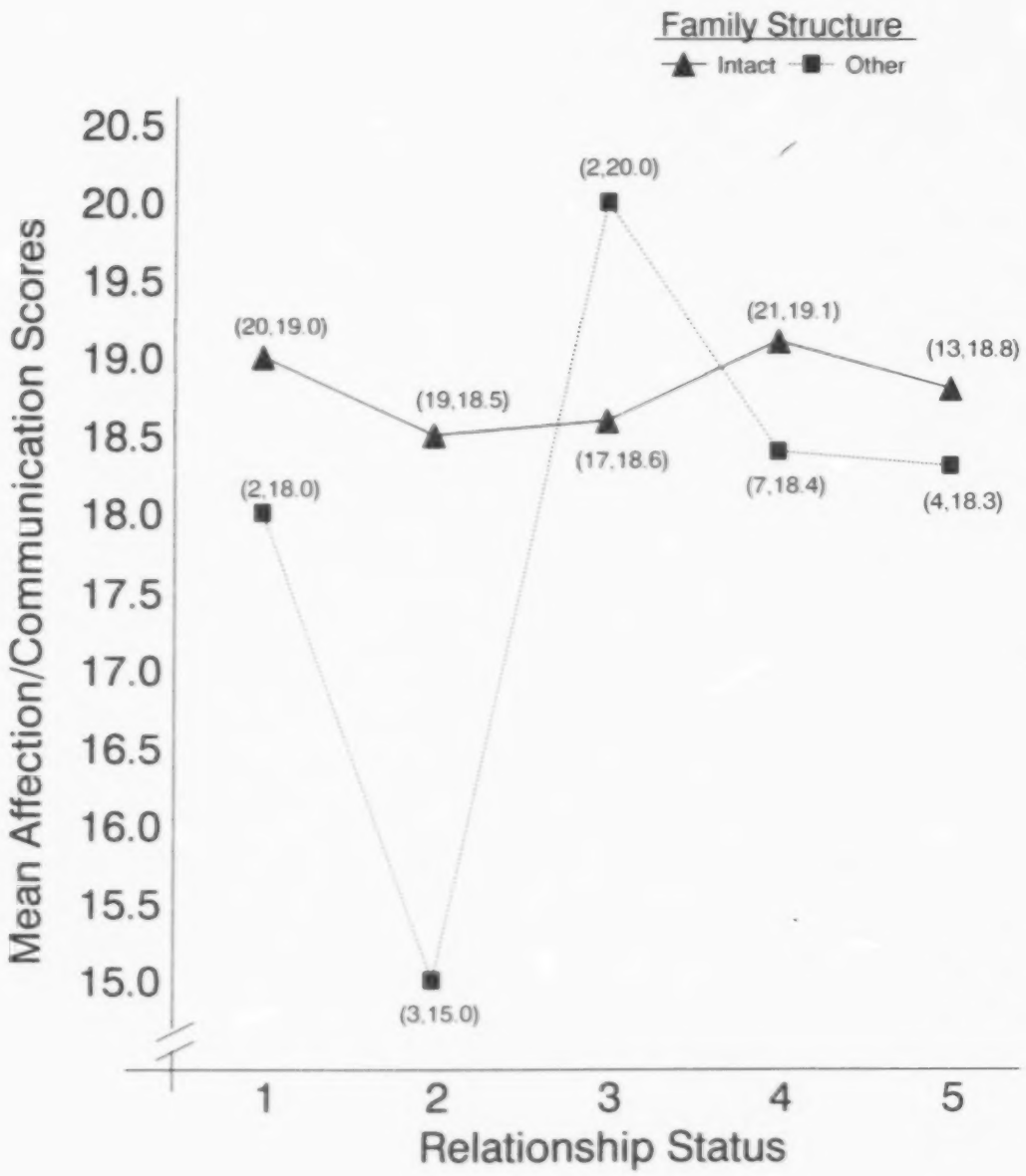
Information cited in Table 4 indicated the following for main effects: students raised in intact families rated Personality Traits statistically higher than those raised in other family structures.

Four of the 8 statistically significant comparisons were for interactions. The following interactions were statistically significant:

1. The independent variable relationship status and family structure for the dependent variable Affection/Communication;
2. The independent variable relationship status and family structure for the dependent variable Family/Domestic Support;
3. The independent variable age, relationship status, and family structure for the dependent variable Family/Domestic Support; and
4. The independent variable age, relationship status, and family structure for the dependent variable Female Primary Love Needs.

The interaction between relationship status and family structure for the dependent variable Affection/Communication was depicted in a profile plot. Figure 6 contained mean Affection/Communication scores and curves for family structure.

Figure 6: The Interaction Between Relationship Status and Family Structure for the Dependent Variable Affection/Communication.



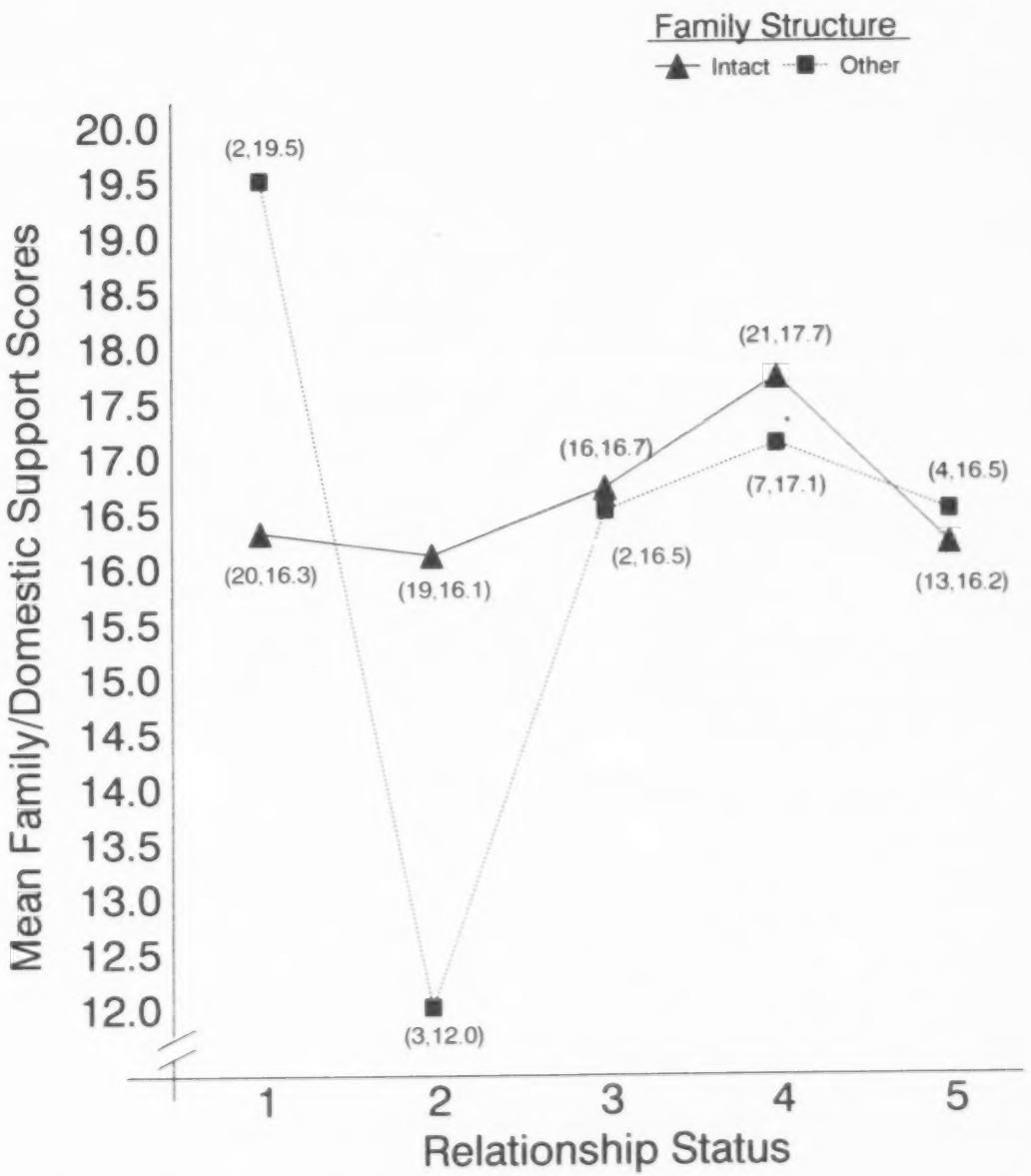
Note. 1st value in parenthesis = size, 2nd value in parenthesis = Affection/Communication score. 1 = Never Dated, Not Dating; 2 = Casually Dating; 3 = Exclusively Dating; 4 = Engaged, Living Together, Newlyweds; 5 = Longer Married, Separated, Divorced, Widowed.

The interaction between relationship status and family structure for the dependent variable Affection/Communication was disordinal. The information cited in Figure 6 indicated the following:

1. students raised in other family structures in exclusively dating relationships rated Affection/Communication numerically higher than any other subgroup; and
2. students raised in other family structures in casually dating relationships rated Affection/Communication numerically lower than any other subgroup;

The interaction between relationship status and family structure for the dependent variable Family/Domestic Support was depicted in a profile plot. Figure 7 contained mean Family/Domestic Support scores and curves for family structure.

Figure 7: The Interaction Between Relationship Status and Family Structure for the Dependent Variable Family/Domestic Support.



Note. 1st value in parenthesis = size; 2nd value in parenthesis = Family/Domestic Support score. 1 = Never Dated, Not Dating; 2 = Casually Dating; 3 = Exclusively Dating; 4 = Engaged, Living Together, Newlyweds; 5 = Longer Married, Separated, Divorced, Widowed.

The interaction between relationship status and family structure for the dependent variable Family/Domestic Support was disordinal. The information cited in Figure 12 indicated the following:

1. students raised in other family structures and who had never dated or were not dating rated Family/Domestic Support numerically higher than any other subgroup; and
2. students raised in other family structures and who were casually dating rated Family/Domestic Support numerically lower than any other subgroup.

The interaction among age, relationship status, and family structure for the dependent variable Family/Domestic Support was not depicted in a profile plot. This interaction was not presented in a figure because of the size of the sample and nature of the data.

The interaction among age, relationship status, and family structure for the dependent variable Female Primary Love Needs was not depicted in a profile plot. This interaction was not presented in a figure because of the size of the sample and nature of the data.

Discussion

Summary

The purpose of the researcher was to investigate the attributes college students use to describe their desired mate or relationship needs. The sample was comprised of 108 students. The following independent variables were investigated: gender, age, relationship status, and family structure. The dependent variables were scores from the following 10 scales of the Relationship Needs Inventory: Attractiveness, Personality Traits, Affection/Communication, Sexual Fulfillment, Recreation/Social, Values/Religion, Education/Career, Family/Domestic Support, Female Primary Love Needs, and Male Primary Love Needs. Four composite null hypotheses were tested at the .05 level of significance, using a three-way analyses of variance (general linear model).

A total of 140 comparisons were made plus 140 recurring. Of the 140 comparisons, 40 were for main effects. Of the 40 comparisons for main effects, 9 were statistically significant at the .05 level. The following main effects were statistically significant at the .05 level:

1. age for the dependent variable Attractiveness;
2. gender for the dependent variable Family/Domestic Support;
3. gender for the dependent variable Female Primary Love Needs;
4. gender for the dependent variable Affection/Communication;
5. relationship status for the dependent variable Personality Traits;
6. relationship status for the dependent variable Affection/Communication;
7. family structure for the dependent variable Values/Religion;
8. gender for the dependent variable Male Primary Love Needs; and
9. family structure for the dependent variable Personality Traits.

The results of the present study indicated the following for main effects:

1. students ages 17-20 rated Attractiveness statistically higher than those 24-above;
2. female students rated Family/Domestic Support statistically higher than males;
3. female students rated Female Primary Love Needs statistically higher than males;
4. female students rated Affection/Communication statistically higher than male students;
5. students who had never dated or were not dating rated Personality Traits statistically higher than those from all other levels;
6. students who had never dated, not dating; exclusively dating; engaged, living together, newlyweds; longer married, separated, divorced, or widowed rated Affection/Communication

statistically higher than those who were casually dating;

7. students raised in intact families rated Values/Religion statistically higher than those raised in other family structures;
8. female students rated Male Primary Love Needs statistically higher than males; and
9. students raised in intact families rated Personality Traits statistically higher than those raised in other family structures.

Of the 140 comparisons, 100 were for interactions. Of the 100 interactions, 10 were statistically significant at the .05 level. The following interactions were statistically significant at the .05 level:

1. between gender and age for the dependent variable Sexual Fulfillment;
2. between gender and relationship status for the dependent variable Values/Religion;
3. between gender and family structure for the dependent variable Affection/Communication;
4. between gender and age for the dependent variable Values/Religion;
5. between gender and relationship status for the dependent variable Affection/Communication;
6. among gender, relationship status, and family structure for the dependent variable Affection/Communication;
7. between relationship status and family structure for the dependent variable Affection/Communication;
8. between relationship status and family structure for the dependent variable Family/Domestic Support;
9. among age, relationship status, and family structure for the dependent variable Family/Domestic Support; and
10. among age, relationship status, and family structure for the

dependent variable Female Primary Love Needs.

Results and Related Literature

The results of the present study depicted differences between males and females regarding the need for Affection/Communication and Family/Domestic Support. Harley (1989) identified woman's 5 basic needs in marriage as: (1) affection, (2) conversation, (3) honesty and openness, (4) financial support, and (5) family commitment. In the present study females rated Affection/Communication and Family/Domestic Support statistically higher than males. These findings supported the first 4 basic needs of women, as cited by Harley in the related literature.

The results of the present study depicted differences between males and females regarding the need for different kinds of love. In the related literature Gray (1992) reported that men and women each have 6 different primary love needs which must be fulfilled before each partner can receive and appreciate the other 6 primary love needs. In the present study female students rated Female Primary Love Needs and Male Primary Love Needs statistically higher than males, supporting a portion of the related literature.

The present researcher employed combinations of independent variables which were not utilized in the related literature. In addition, the present researcher employed dependent variables which addressed the attributes students used to describe a desired mate or relationship needs. The majority of the related literature differed from the present study with regard to the dependent variables, sample under observation, and focus of the study. The lack of similarity between the present study and related literature precluded the researcher from making additional comparisons.

Generalizations

The results of the present study appeared to support the following generalizations:

1. Attractiveness is more important to younger students than older students;
2. Family/Domestic Support is more important to females than males;
3. Female Primary Love Needs are more important to females than males;
4. Personality Traits are more important to students who have never dated or are not dating than to those who are casually dating; exclusively dating; engaged, living together, newlyweds; or longer married, separated, divorced, or widowed;
5. Values/Religion is more important to students raised in intact families than to those raised in other family structures;
6. Male Primary Love Needs are more important to females than males;
7. Personality Traits are more important to students raised in intact families than to those raised in other family structures;
8. Statistically significant interactions for gender, age, and Sexual Fulfillment; gender, relationship status, and Values/Religion; gender, family structure, and Affection/Communication; gender, age, and Values/Religion; gender, relationship status, and Affection/Communication; gender, relationship status, family structure, and Affection/Communication; relationship status, family structure, and Affection/Communication; relationship status, family structure, and Family/Domestic Support; age, relationship status, family structure, and Family/Domestic Support; and age, relationship status, family structure, and Female Primary Love Needs.

Recommendations

The results of the present study appeared to support the following

recommendations for future studies:

1. The study should be replicated employing the instrument to measure desired mate needs and relationship needs separately.

2. The study should be replicated utilizing a larger random sample of students.

3. The study should be replicated comparing another university of contrasting size and geographic location.

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Appendix A

Introductory Statement and Instructions for Completing the Demographics Questionnaire and Relationship Needs Inventory

INSTRUCTIONS FOR COMPLETING THE DEMOGRAPHIC QUESTIONNAIRE AND RELATIONSHIP NEEDS INVENTORY

Hello, my name is Debra Martin and I am a graduate student at Fort Hays State University, obtaining a master's degree in counseling. One requirement for this degree is the completion of a research study or thesis, and I have selected to conduct my study by phone. Would you have a few minutes to answer some questions?

Thank you!

As I read the following questions, please indicate the response which describes you:

1. What is your gender?
2. What is your age?
3. What year are you classified as in college?
4. Which of the following describes your relationship status? (*see demographic sheet*)
5. Do you have any children?
6. Which of the following describes the family you spent the most time in growing up? (*see demographic sheet*)
7. Are you a veteran?

Next, rate the attributes I am about to read as they would pertain to your desired mate or relationship needs. Rate each attribute on a scale ranging from 1 "Little or No Importance" to 5 "Great or Extreme Importance."

INSTRUCTIONS FOR COMPLETING THE DEMOGRAPHIC QUESTIONNAIRE AND RELATIONSHIP NEEDS INVENTORY

Hello, my name is _____ and I am assisting Debra Martin, a graduate student at Fort Hays State University, in obtaining her master's degree in counseling. One requirement for this degree is the completion of a research study or thesis, and she has selected to conduct her study by phone. Would you have a few minutes to answer some questions? Thank you!

As I read the following questions, please indicate the response which describes you:

1. What is your gender?
2. What is your age?
3. What year are you classified as in college?
4. Which of the following describes your relationship status? (*see demographic sheet*)
5. Do you have any children?
6. Which of the following describes the family you spent the most time in growing up? (*see demographic sheet*)
7. Are you a veteran?

Next, rate the attributes I am about to read as they would pertain to your desired mate or relationship needs. Rate each attribute on a scale ranging from 1 "Little or No Importance" to 5 "Great or Extreme Importance."

Appendix B

Demographics Questionnaire

DEMOGRAPHIC QUESTIONNAIRE

1. GENDER
   ___ MALE
   ___ FEMALE

2. AGE
   ___ 17 - 18
   ___ 19 - 20
   ___ 21 - 23
   ___ 24 - 29
   ___ 30 - 35
   ___ 36 - 41
   ___ 42 - 47
   ___ 48 - ABOVE

3. CLASSIFICATION
   ___ FRESHMAN
   ___ SOPHOMORE
   ___ JUNIOR
   ___ SENIOR
   ___ GRADUATE

4. RELATIONSHIP STATUS
   ___ NEVER DATED
   ___ NOT DATING
   ___ CASUALLY DATING
   ___ EXCLUSIVELY DATING
   ___ ENGAGED OR LIVING TOGETHER
   ___ NEWLYWEDS
   ___ LONGER MARRIED
   ___ SEPARATED, DIVORCED, OR WIDOWED

5. PARENTAL STATUS
   ___ YES
   ___ NO

6. FAMILY STRUCTURE (FAMILY YOU SPENT THE MOST TIME IN GROWING UP)
   ___ INTACT (BIOLOGICAL FATHER & MOTHER)
   ___ MOTHER & STEP-FATHER
   ___ FATHER & STEP-MOTHER
   ___ SINGLE MOTHER (NEVER MARRIED)
   ___ SINGLE FATHER (NEVER MARRIED)
   ___ SINGLE PARENT (SEPARATED, DIVORCED, OR WIDOWED)
   ___ OTHER

7. VETERAN STATUS
   ___ YES
   ___ NO

Appendix C

Relationship Needs Inventory

RELATIONSHIP NEEDS INVENTORY

Rate the attributes as they would pertain to your desired mate or relationship needs. Rate each attribute on the scale below.

LITTLE OR NO IMPORTANCE				GREAT OR EXTREME IMPORTANCE
1	2	3	4	5
1. ATTRACTIVE				
1	2	3	4	5
2. HEIGHT				
1	2	3	4	5
3. WEIGHT				
1	2	3	4	5
4. AGE				
1	2	3	4	5
5. HUMOROUS				
1	2	3	4	5
6. INTELLIGENT				
1	2	3	4	5
7. INDEPENDENT				
1	2	3	4	5
8. EXPRESSES LOVE				
1	2	3	4	5
9. AFFECTIONATE				
1	2	3	4	5
10. COMMUNICATIVE				
1	2	3	4	5
11. HONESTY AND OPENNESS				
1	2	3	4	5
12. SEXUAL APPETITE				
1	2	3	4	5
13. INITIATES SEXUAL ACTIVITY				
1	2	3	4	5

14. CHEMISTRY (PHYSICAL ATTRACTION)
1 2 3 4 5

15. SEXUAL FULFILLMENT
1 2 3 4 5

16. SHARED INTERESTS
1 2 3 4 5

17. SIMILAR SOCIAL NEEDS
1 2 3 4 5

18. MUTUAL FRIENDS (SAME FRIENDS)
1 2 3 4 5

19. RECREATIONAL COMPANIONSHIP
1 2 3 4 5

20. INVESTMENT IN RELATIONSHIP (COMMITMENT TO RELATIONSHIP)
1 2 3 4 5

21. RELIGIOUS PREFERENCE
1 2 3 4 5

22. SIMILAR VALUES
1 2 3 4 5

23. AMOUNT OF FORMAL EDUCATION
1 2 3 4 5

24. PROFESSIONAL/SUCCESSFUL
1 2 3 4 5

25. CAREER GOALS
1 2 3 4 5

26. FINANCIAL SUPPORT
1 2 3 4 5

27. DESIRES CHILDREN
1 2 3 4 5

28. CLOSE PARENTAL RELATIONSHIPS (CLOSENESS WITH PARENTS)
1 2 3 4 5

29. SHARED CHILDREARING RESPONSIBILITIES
1 2 3 4 5

30. DOMESTIC SUPPORT
1 2 3 4 5

31. CARING
1 2 3 4 5

32. UNDERSTANDING
1 2 3 4 5

33. RESPECT
1 2 3 4 5

34. DEVOTION (DEDICATED)
1 2 3 4 5

35. VALIDATION (SUPPORT FEELINGS/THOUGHTS)
1 2 3 4 5

36. REASSURANCE
1 2 3 4 5

37. TRUST
1 2 3 4 5

38. ACCEPTANCE
1 2 3 4 5

39. APPRECIATION
1 2 3 4 5

40. ADMIRATION
1 2 3 4 5

41. APPROVAL
1 2 3 4 5

42. ENCOURAGEMENT
1 2 3 4 5

Appendix D

Relationship Needs Inventory

Subscales and Items

RELATIONSHIP NEEDS INVENTORY

SUBSCALES AND ITEMS:	DESIRED MATE	RELATIONSHIP NEEDS
1. ATTRACTIVENESS		
- Attractive	X	
- Height	X	
- Weight	X	
- Age	X	
2. PERSONALITY TRAITS		
- Humorous	X	
- Intelligent	X	
- Independent	X	
3. AFFECTION/COMMUNICATION		
- Expresses Love	X	
- Affectionate	X	
- Communicative	X	
- Honesty & Openness		X
4. SEXUAL FULFILLMENT		
- Sexual Appetite	X	
- Initiates Sexual Activity	X	
- Chemistry		X
- Sexual Fulfillment		X
5. RECREATION/SOCIAL		
- Shared Interests	X	
- Similar Social Needs	X	
- Mutual Friends		X
- Recreational Companionship		X
6. VALUES/RELIGION		
- Investment In Relationship	X	
- Religious Preference	X	
- Similar Values		X
7. EDUCATION/CAREER		
- Amount Of Formal Education	X	
- Professional/Successful	X	
- Career Goals		X
- Financial Support		X

SUBSCALES AND ITEMS: (CONTINUED)	DESIRED MATE	RELATIONSHIP NEEDS
8. FAMILY/DOMESTIC SUPPORT		
- Desires Children	X	
- Close Parental Relationships		X
- Shared Childrearing Responsibilities		X
- Domestic Support		X
9. FEMALE PRIMARY LOVE NEEDS		
- Caring		X
- Understanding		X
- Respect		X
- Devotion		X
- Validation		X
- Reassurance		X
10. MALE PRIMARY LOVE NEEDS		
- Trust		X
- Acceptance		X
- Appreciation		X
- Admiration		X
- Approval		X
- Encouragement		X
Total # Of Items	19	23